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ABSTRACT

This document is a report on an experiment in institutional change as related to team teaching and governance initiated at Rockland Junior High School. The document is divided into two sections: description and results. Part one indicates that low student morale, absenteeism, discipline, and vandalism prompted the principal and staff to adopt a team-teaching format that ultimately led to restructuring the school and, in fact, turning control of the junior high school over to the teachers. The description details the changes and procedures involved, including the adoption of an experimental curriculum, a six-day cycle, and five "schools within a school." Part two presents tables and statistics detailing the results of the project, which included a reduction in student absentees, vandalism, and suspension. (JA)

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ROCKLAND PUBLIC SCHOOLS
ROCKLAND, MASSACHUSETTS

A REPORT OF THE

TEAM-TEACHING, TEAM-GOVERNANCE

PROGRAM AT

ROCKLAND JUNIOR HIGH

ROCKLAND, MASSACHUSETTS

by

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SECTION ONE

SECTION ONE

A DESCRIPTION OF THE ROCKLAND JUNIOR HIGH SCHOOL

AND A

DETAILED ACCOUNT OF THE INITIATION, PLANNING ORGANIZATION, IMPLEMENTATION, AND OPERATION OF THE ROCKLAND JUNIOR HIGH PROJECT

The School Committee and Administration of the Rockland Public Schools, as well as the Principal and professional staff of the Rockland Junior High School, recognized a need for change, and in the fall of 1970 accepted the challenge to effect changes in the staff, curriculum, and organization of the Rockland Junior High. A representative steering committee was selected to gather and study preliminary data. A formalized design was to be completed by March 1, 1971. The steering committee analyzed the Rockland Junior High's educational needs and philosophies in terms of how these could be met through a complete restructuring of the staff and governance procedures. This resulted in the selection of five objectives to be used as a focal point for the first year of the project.

The five objectives which were selected are stated below:

1. To increase individual student academic achievement and skills in reading, math and work-study habits.
2. To create a unique educational environment conducive to achieving maximum positive student attitudes about education.
3. To increase positive community attitudes and support for the school and junior high education.
4. To create a professional environment in which maximum teacher time may be spent on high level professional tasks.

The five objectives which were selected are stated below:

5. To provide an educational climate for teachers which will insure a high degree of job satisfaction and enhance the opportunity for increased goal accomplishment.

With these objectives as the focus of attention, the Rockland Junior High Project began in July, 1971, with a summer workshop for key members of the professional teaching staff.

A DESCRIPTION OF THE ROCKLAND JUNIOR HIGH SCHOOL

Junior high education in the United States has not changed markedly in fifty years. While innovations and radical changes have been found with some frequency in elementary and high school education, the junior high school in America has been largely unmarked either by change or, consequently, progress.

Junior high education has been in a state of limbo because there is no universal certainty as to the function of the junior high school. As a result, junior high education appears to have been relegated to a second class status. Frequently one finds that to be a junior high teacher confesses to some lack in ability or professional quality, and it is not unknown to find that junior high schools are staffed and supplied with castoffs. There is no clear picture of what a junior high school ought to be, although of late the junior high school years have come to be thought of as transitional years, the bridge between elementary and high school, but with no clear function of their own other than as a kind of holding place. Not surprisingly, no one is quite sure what to do with these years, even in those places where the prevailing notion is to regard the junior high as a preparatory school

leading to high school and its "comprehensive" education.

Rockland is not vastly different. Prior to its present program there was no stated philosophy of what the town considered the role and purpose of junior high school education to be. In general statements about education, the Junior High School appears to have been thought of as a holding tank and, to a much lesser degree, as preparation leading to high school.

The Rockland school system is established on a 6-2-4 basis, the junior high consisting of grades seven and eight. The student enrollment numbers approximately 750, with slight increases experienced each year as the town continues to grow. Class size was approximately thirty pupils per teacher prior to the present program. Each grade was divided into twelve divisions, the students grouped according to ability or "tracked".

The program of studies was typical: the major subjects of English, Mathematics, Science and History met for five weekly sessions of forty-four minutes each; Health, Reading (for all seventh graders and Track III eighth graders), Physical Education, Home Economics (all girls) and Mechanical Drawing (seventh grade boys) or Shop (eighth grade boys) met twice per week (Home Economics, Shop and Mechanical Drawing met for double periods); Music and Art were given for a single period each week. Track I and II students in grade eight had five periods of French.

Each day numbered seven periods, for a total of thirty-five periods per week. Additionally, each student had a twenty-minute "free" period either before or after his lunch. Divisions not having a full academic program, all seventh grades and Track III eighth grades, were given

assigned study halls during periods of inactivity, a weekly total of three for the seventh and Track III eighth grades.

Teachers were assigned, usually, five teaching periods plus one study hall per day. One period per day was supposedly available for teacher preparation, although in practice these periods were lost occasionally when substitutes were unavailable.

Additionally, each teacher was assigned lunchroom duty, which meant that for most teachers two or three lunch periods per week were lost. If one had his "free" period during period one or seven or lost his free period altogether, he might not have lunch at all.

Traditionally, discipline of students was carried out by the Assistant Principal and after-school "detention". Chronic offenders were referred to the principal's office and joined tardy students for a period of time in detention, the length of punishment depending upon the severity of the offense. At one time detention duty was rotated among the faculty; in recent years one teacher was assigned year-long duty, being relieved of a certain amount of teaching duty as compensation.

Being nearly fifty years old, the junior high school building, originally built as a high school, was suffering from lack of total maintenance and modernization. Beginning in 1968, a program of improvement and updating was begun on the building and has continued to the present time. Projections to be presented to the 1972 Town Meeting for meeting town school building needs include major renovations and additions to the junior high school. Fortunately, the town built a substantial structure in the 1920's, one which has withstood neglect and still allows, with adequate modernization, a continued and useful life.

For all its difficulties, a staleness and uncertainty, junior high education in Rockland has fulfilled a useful, sometimes meaningful if unclear, function. Organizationally and physically the school was antiquated, but at its heart was a sound curriculum, a skilled guidance program, and a core of dedicated and qualified teachers.

Perhaps the dedication of the teachers was a disservice in the long run. In order to teach they put up with inadequacies in materials and hardships in the plant; they provided instructional items and supplies from their own pockets when the school budget refused to provide what was needed; they bore duties and inconveniences for small reward when teachers in other systems were better compensated and less burdened. To no small extent the teachers took the town off the hook; by not complaining or pointing out the dire facts of the situation they unintentionally failed to impress upon the town the needs and importance of their school.

The years, however, took their toll. The rate of teacher turnover became excessive, thirty per cent or more per year. Teacher morale sunk lower and lower, and the teacher absence rate increased alarmingly and to an extreme degree. Frequently the detention hall overflowed to a second room, and in the last year or two student suspensions increased to new and outlandish heights.

Academically, education in Rockland has been in continuous evolution. It has been and is subject to constant review and revision. No area in Rockland's educational program receives more work and attention than the curriculum and throughout the school system teachers generally seem to feel that their curriculum compares favorably with the best in the Commonwealth. The curriculum in the junior high school is no exception.

The work of many years has gone into each of the areas; there is nothing stagnant or sacred about any facet of any area; methods and materials are judged on their meeting the needs of the students. Teachers are encouraged to exercise freedom and initiative in the conduct of their individual classrooms; curriculum guides are guides, not straightjackets. There is an immense variety and imagination present which gives richness and vitality to the separate classrooms.

Thus a sound basic curriculum has undergirded the junior high and enabled the school to meet traditional needs for many years. Basic curriculum changes made recently in the junior high school, with the exception of the history core curriculum, are not the result of changes within the school as they are described here, but are the result of the continuing evaluation in curriculum matters which has been a part of the system since its beginning 100 years ago.

INITIATION OF THE PROJECT

The junior high school in Rockland had been on the mind, and perhaps the conscience, of many for several years. It was the focus of much dissatisfaction throughout the town, although few were able to articulate the reasons for not being pleased with junior high education either in Rockland or elsewhere. Particularly displeased were members of the school committee and the superintendent and his assistant. One could isolate individual faults or failings within the school but no single one or even combinations of deficiencies seemed to account for the general lack of success. Piecemeal remedies were tried but the truth was that no one knew why the school was ill; it looked like thousands of other junior high schools throughout the country, were organized like it and had much the same curriculum. Teachers were certified, qualified and certainly dedicated.

Yet both teacher and student morale were low; teacher turnover was high and teacher absence was high; student absence and truancy were extreme, and student vandalism unnervingly so. There was, generally, little pride in the school and considerable ill will and tension. Whatever was wrong with the school had been wrong for a long time; it was a progressive illness, and in the minds of many it was terminal.

Foremost, in terms of teacher morale, appears to be the lack of teacher involvement in the decision-making process. Teachers were not consulted in matters which affected them. Decisions were made at the top and passed down. Policies were enacted by someone higher up and announced. There was little opportunity to engage in discussion let alone significantly modify "the law". Even when the possibility for faculty decisions was present, the faculty was unable to achieve harmony. Frequently issues were decided on the basis of who proposed them rather than on the merits of the arguments. The faculty came very close to being incapable of making decisions or even agreeing on whether the junior high school faculty should evaluate its own school and effect changes when given the opportunity.

The low student morale is more difficult to describe. It is a fact that much is attributable to the tracking system used in Rockland. The lowest of the Track III divisions became dumping grounds, and these divisions contained most of the problem children from whom came most of the vandalism. But there is something deeper than that. Once a child was tracked it was very nearly impossible for him to move up; he was tracked for the remainder of the public school years in Rockland. In a sense he was condemned to his level, whether misplaced in a top group or a bottom group.

HOW THE CHANGES WERE MADE

By the fall of 1970 it was apparent that major school committee and administrative attention must be focused upon the junior high school. Morale, absenteeism, discipline and vandalism had reached such alarming proportions that the problems had to be confronted, and at once.

The principal was therefore directed to make substantial major changes in every area. No area of junior high education was to be left unexamined or untouched. The administration and the school committee would expect recommendations for sweeping changes before the 1970-71 school year was out.

On October 26, 1970, the principal called a special faculty meeting to present the issue. The faculty was invited to exercise its own initiative, to be a full participant in recommending and instituting changes. So dramatic was the charge to the faculty that it was also given the authority to organize itself in any way it chose in order to function creatively should it accept this unique opportunity. There was no mistaking the challenge.

The faculty was given some time to think it over and to make concrete proposals. At that time, however, the faculty had no mechanism for debating, let alone reaching, decisions. There was no faculty leader, no faculty organization, and no precedence. The faculty was without form or structure.

Before the faculty was recalled, word came to the administration about a new team teaching project recently undertaken in the Masconomet (Topsfield-Boxford) Regional Junior High School. The superintendent sent his assistant and the junior high principal to Boxford for a closer look.

They liked what they saw and subsequently invited two representatives of the Masconomet Regional Junior High School, a teacher and a member of the guidance department, to address a meeting of the Rockland Junior High School faculty. Their story inspired the faculty and gave the Rockland teachers considerable direction. Visits to the Masconomet school were arranged for other Rockland teachers and members of the Rockland School Committee, and in all four separate groups totaling fifteen teachers visited the school.

PLANNING AND ORGANIZATION OF THE PROJECT

At a later faculty meeting it was agreed to adopt the "Boxford Plan", so-called, and to establish a committee that would prepare the way for its institution in the Rockland Junior High School. The committee was charged with adapting the plan to fit Rockland's needs and situation.

The committee was formed by nomination; any name volunteered by a member of the faculty was automatically a member of the committee if he or she so desired. Eight persons did. Later, two additional members were added. Shortly after the committee began its work the original chairman resigned because of taking a new post within the system.

The committee met every two or three days from January 14, 1971 to April 26, 1971. Every faculty member was invited to attend each meeting; every faculty member received the minutes of each meeting. One of the reasons why the program and its planning has been so successful was the immediate opening of the lines of communication. The administration co-operated by allowing early school dismissal days each week in order for the faculty to take unhurried time in consideration of its proposals. The faculty would have liked more early dismissal days, however this

created a legal problem relative to the number of hours that school had to be in session. The Massachusetts Department of Education requires secondary schools to be in session 5 1/2 hours per day and 27 1/2 hours per week, and early dismissal is allowed only if the aggregate number of hours for the week is at least 27 1/2. Fortunately, the school week for the Rockland Junior High School was long enough to permit some early dismissal time but only one afternoon each week.

When the committee first met it made two major decisions, both of which had far reaching consequences. The first decision was to deal with the philosophy of the junior high school in such a way that the junior high school would be considered more than a side station on the students way from elementary school to high school. The faculty ultimately adopted a philosophical statement that recognized also that junior high education goes beyond the academic role of the school and recognizes the special socializing function of the school. (See Philosopy in Appendix)

The second major decision made by the committee was to act upon the authority given it when the requirement for change was first made. The committee, and ultimately the faculty, took it upon itself to speak for the entire school, administration and staff. This stance was potentially explosive; it could result in a confrontation between the school administration and the faculty; if an irresolvable confrontation ensued, the explosion would be damaging to all concerned with ramifications rebounding throughout the length and breadth of the community. On the part of the committee it was a calculated risk. Did the superintendent mean what he said when he affirmed that the future of the school was in the hands of the teachers? Did the principal mean what he said when he affirmed

that he would not interfere with faculty debates and decisions? Would these and other administrative officers have the courage and the faith to see the process through?

It clearly meant that the Rockland school administration had given the control of its junior high school over to the teachers.

Not all faculty members were enthusiastic about working so hard; in spite of continued reassurance several believed that the involvement of the faculty was some sort of trick or that the privilege of faculty involvement would be withdrawn. A few teachers saw nothing wrong with the school, and a few others wanted to take the "Boxford Plan" part and parcel and impose it upon the Rockland Junior High School. It is to the credit of all that the entire faculty had come to accommodate itself to the new program, not with equal enthusiasm, perhaps, but with hope that the changes also meant progress.

The few real skeptics seem to have been won over and appear to relish their part in the whole program. Again it must be cited the total openness of communication as the largest single factor which has made this possible. Every decision, major and minor, had been a faculty decision; the final recommendations, in the form of a report to the school committee, were weighed word by word by the faculty during the last of its early dismissal time meetings.

One positive outcome among many was the faculty's growth in its ability to compromise when faced with seemingly irreconcilable views. The achievement of creative compromises has marked the maturity of a faculty which a year ago was just short of open conflict.

It was agreed to organize the school into teams of teachers and students, the method of teacher team selection was discussed frequently. No one wanted to employ the obvious methods of selection: by lot, by the principal's assignment, etc. At one time it was suggested that a sensitivity group leader be employed, but few of the faculty members wanted to risk the results of being involved in a sensitivity group, especially when the group or groups would be under a deadline. Most recognized that hostilities were present and deep enough to require more than a superficial session or two.

Thus, while recognizing the importance of the teams and the importance of finding a harmonious method to be used to create the teams, the issue was put off until the very end of the planning. It was a troublesome issue avoided because the faculty had genuine fears about making this decision. As it turned out, team selection was not made until after the school committee had accepted the reports and its recommendations in their entirety.

Ultimately, team selection was demanded and the faculty chose to have the teams organized in a haphazard and random way. Individual faculty members would simply ask others to be on a team. In other words, four major subject area teachers would make up a team if they could agree to do so. Whether this was the best method for selecting teams will probably be debated; yet the teams have worked better and with more harmony than most people dared hope they would.

Exactly four months had passed from the visitation of the two representatives from Masconomet to the April 15, 1971 meeting at which the faculty reluctantly achieved a division of itself into five teams. The

faculty would meet once more to reach final agreement and to have the teams select their leaders. That meeting took place on April 26. With the selection of the team leaders, the original committee was disbanded, the future of the school placed in the hands of the team leaders and principal.

Radical changes in education demand community support. It was decided that before any program was presented to the school committee the faculty would have to demonstrate that a significant measure of community approval for change was present. The committee undertook to present its proposals to the town. It did so by announcing an open house for April 1. Notices were sent to all junior high school parents and to all parents of sixth graders. Releases were given to the newspapers serving the town. A program was worked out which would demonstrate what was possible in terms of a coordinated curriculum. The Civil War was taken as the theme. Music, art, the food that was served following the program (hot cider, corn cakes, etc.), science displays relating the development of the telegraph, the photograph and arms, math problems such as map reading and plotting cannon trajectory, literature from wanted slave posters to Parker's Journals all focused on the Civil War and engulfed the visitors in a total experience involving all of the senses.

More than two hundred interested parents and others turned out. The number itself was sufficient testimony to the desire for change. Heretofore, thirty or forty guests would have been remarkable. In any case, the evening was an unqualified success, not the least of the reasons being that the faculty had presented itself as one unified and enthusiastic about the future of junior high education in Rockland. That display

of enthusiasm was contagious and continues to be so.

Armed with its success, the committee was invited to make its proposals to the school committee. Every committee member was present; the opportunity was too strong to prevent anyone from missing it!

School committee members each had had a preliminary draft of the report; each had had the final, faculty approved, copy. There was little need to go into involved details about the report and the recommendations. A straightforward request for acceptance of the report was made, a summary of its major recommendations given, and the hope expressed that the school committee would find its faith in the faculty justified.

The school committee had questions; it had done its homework. If the school committee had ever wanted to demonstrate its concern and interest and support of the junior high school it could not have chosen a more suitable and dramatic method than it did in alloting an hour and a half to the junior high committee, and unanimously approving the program.

The recommendations aside, more was done to boost morale and to reaffirm the integrity of the junior high school in that meeting than could have been accomplished with a thousand memos or reams of newspaper releases. For the first time in most person's memories the junior high faculty felt it was in a true partnership with the school system.

As part of the team-teaching aspect of the project, it was planned to utilize a flexible staffing concept. A teacher intern was to be assigned to each team as well as a teacher-aide for each of two teams. This concept was unique to the Rockland Junior High Project, as the "Boxford Plan" which was used as a model did not have either interns or aides.

The Superintendent of the Rockland Public Schools met with the Director of the Division of Teacher Certification and Placement in April 1971 to seek his approval. The meeting was extremely cordial and the Director appeared to be extremely excited about the project. The outcome of the meeting was that approval would be granted upon receipt of a letter from the Superintendent of Schools which stated that there would be no reduction in the present staff at The Rockland Junior High School.

During the faculty deliberations it had been suggested that it might be possible to achieve a working arrangement with one of the local teachers' colleges for the placement of student teachers in sufficient quantity to attempt this internship program in the junior high school. Approaches were made to several colleges. Eastern Nazarene College in Quincy responded favorably and on April 12, 1971, the superintendent and the committee chairman visited the college and talked at length with the president and others of his staff. As a result, Eastern Nazarene prepared a program for senior and postgraduate students, offering credits and scholarship assistance, for the placement of six interns in the junior high school. During May and June prospective interns were interviewed by the teams. In September six interns were assigned to the individual teams by a drawing of lots.

While the interns are used somewhat differently from team to team, they are considered to be full members of the teaching teams and carry on teaching assignments which may vary from intern to intern because of his particular college requirements for teacher certification. The interns

are paid a modest stipend, the amount having been budgeted by the school committee.

IMPLEMENTATION AND OPERATION OF THE PROJECT

To implement the project it was necessary to restructure the school in such a way to insure that maximum attention could be given each student. The school was organized into five "schools within a school". There was nothing magic about five teams, that number happened to best fit the student population, teaching staff and physical facilities. It is anticipated that for the 1972-73 school year there will be six teams, three seventh grade and three eighth. For the present, however, there were two seventh grade teams, two eighth grade teams and one mixed team, half seventh and half eighth grade. Each team was made up of four groups, each under the leadership of a major subject area teacher (math, English, social studies and science). The teams, insofar as possible within the limits of the building, are in adjoining classrooms. Each team makes up its own schedule within large blocks of time determined only by the opening hour of school (8:00 a.m.), lunch, and the agreed end of academic programming (1:00 or 1:15 depending upon the team). Classes generally seem to have balanced out to approximately one hour's duration. The class time is increased because each major subject area teacher has four classes to teach rather than the five of previous years.

Each team has approximately 132 pupils, and class size runs between 32 and 34 pupils. This is an increase over class size of other years but was necessary in order to accommodate all of the students in the teams available. If a sixth team is possible, the major reason for its creation will be the reduction of class size.

The four major subject area teachers and their intern have the potential for developing an intense relationship with their own students. The teaching team handles all discipline, including that dealt out for such offenses as truancy and vandalism. The team may handle the problems in any way that team deems best. As it has worked out, discipline problems as such have decreased remarkably.

Students for the teams were selected randomly by the alphabet. There is no grouping of students insofar as team makeup is concerned, although teams have the privilege of grouping their students if that best serves the students. In a few instances the students have been assigned within the teams to specific groups, particularly in math. But the teams themselves are heterogeneous and in most instances the students remain so grouped for all of their academic work. All of the teams have team leaders, the five team leaders meeting as a group with the principal and the guidance counselor and together carrying on most of the affairs of the school that relate to students and student's programs.

Teams have the privilege of appointing their team leader on any basis they choose. Some teams have appointed a leader who will serve the entire year; others have a rotating leadership, with all team members (not including the intern) sharing the post of team leader.

The integrity of the teams is one key to their success. Just as there are many ways to teach an individual subject, so there are many ways to organize and schedule for the teams. The pitfall of assuming that there is only one "right" way was avoided.

TEACHERS' MEETINGS AND RELEASED TIME

Indispensible and unique to the operation of the school and the growth of the program is the early dismissal of school on Wednesday afternoons. All students are released at 12:45; the faculty meets at one o'clock for a two-hour session.

The team leaders and the principal prepare each meeting's agenda, and the team leaders take turns chairing the meetings. The use of the two-hour sessions vary: teams may meet individually before or after the faculty meetings, the faculty may meet as a group for the full two hours, the faculty may divide in the midst of the meetings for small group discussions. The nature of the week's concerns determines the structure of the meetings. School policies are established in these meetings as well as means to further implement the program. When large issues arise or when an issue reaches a stalemate, the faculty may appoint a sub-committee to attempt clarification or it may table the issue for consideration at a later time.

THE RELATIONSHIP BETWEEN THE PRINCIPAL AND THE FACULTY

If any one aspect of our program is unique it is the power which the faculty has over the school. By administrative assurances and by school committee vote, the junior high school faculty, as a body organized into teams and led by team leaders, has been given a major responsibility for the welfare and programming of the school. The extent of this responsibility may be illustrated by the fact that the secondary department coordinators are advisory to the junior high school staff and, should a confrontation arise, may be overruled by the junior high faculty.

On the whole the faculty takes this responsibility very seriously. It is at once a remarkable demonstration of faith on the part of the school committee and the administration and the ultimate test of whether forty or fifty professional teachers can in fact run their own school. That the faculty has thus far been successful in carrying out its unique task in no small measure is the result of a willing readjustment by the principal as to his role and to the changing nature of the principalship.

AN EXPERIENTIAL CURRICULUM

The purpose of an experiential curriculum is to provide a basic experience and a total learning situation for each student. In a conventional junior high school, including the former setup in the Rockland Junior High, learning was segmented into periods of math, sewing, English, science, shop, social studies, etc., with little or no attempt to relate the various subjects. If there were relationships the student had to discover them for himself.

A technique was developed to create a common core upon which the whole school could focus. It was determined that the most common academic experience in the former junior high learning situation was United States and world history. It was felt that of the alternatives open, history could serve as the core around which to construct a total learning situation.

In other years world history was taught to seventh grade students and the history of the United States to eighth graders. A shift was made. Since present eighth graders had already had a year of world history, every student in both grades would study United States history in the school year 1971-72. All students would be focused toward a common

experience, the history of their country. In the academic year 1972-73 the core will be world history, and in subsequent years United States and World history will be alternated.

With the entire student body thus aimed upon a singular experience, the other areas began to develop their coordination. It was natural, for instance, for the English curriculum to concentrate on American literature in 1971-72, and world literature in 1972-73. The music, art and home economics departments likewise could easily tie in with the core. While science is a somewhat different type of study, the possibilities for drawing attention to the relationship of the development of science and scientific thought to history seemed numerous and meaningful. Math was the one subject that represented certain difficulties, and yet it, too, could make a substantial contribution: budgets, boundaries, navigation, architecture, statistics all require sound principles of mathematics and all are intricately interwoven in any study of history.

RESOURCE TIME

Every day each student has an hour available for his use. Ideally, the hope was to develop an unique ancillary to the academic program which would serve to broaden the student's opportunities and lengthen his vision. The projected image of the program is sufficiently varied activities to involve everyone at least part of the time. Numerous clubs, such as cooking, homemaking, French, sport, drama, and activities such as the school newspaper, interteam sports, junior high interscholastic basketball, cross country and track, and cheerleading were put into operation. The library is open for research as well as borrowing. Homework may be done in the homeroom, or teachers may work with selected students on

remedial or makeup work.

One of the purposes of the resource time is to make a contribution to the social and physical development of each youngster, and to have that contribution made within the school and as part of the school.

THE SIX DAY CYCLE

To accommodate teaching needs and the diversity of programming, the faculty instituted a six-day cycle in place of a five-day week. In essence, this means that the 180 days of the school year are divided into 30 cycles rather than the 36 weeks of earlier scheduling. Cycling is best understood via an example. If school began on a Monday, that Monday would have been day one. Tuesday would have been day two, Wednesday day three, and so on. The second Monday would have been day six, the second Tuesday day one, and continuing through the following Tuesday which would have been day six. One practical demonstration of the desirability of the six-day cycle has to do with the Wednesday released time. As far as the programming is concerned, the students do not miss the same last class each week.

Cycling is further enhanced by what has come to be called "cycled" and "uncycled" time. "Uncycled" time are those cycles when the teams do not have the services of a special subject teacher. The teams therefore have their students for the entire day; classes may be longer or students may have two periods of a single subject. During "cycled" time, of which there are three in every set of five cycles, the students are involved in music, art and reading, one of these special subjects being taught during each of the three cycles.

Thus far the only serious problem with the cycles has been attempting to have the cycles explained cogently to the parents; the students and teachers are unanimous both in understanding and in favor of the device.

GUIDANCE

Changes have taken place in the junior high's guidance program that are not necessarily the result of the new program. To some extent it is difficult to identify all of the changes which have come about because of the new program and those changes which have or would have been made whether or not there was a new program.

One positive and unique guidance change is the involvement of teachers. Not only are the major subject teachers closer identified with the students because of the nature of the teams, but the faculty under the leadership of the guidance counselor has established a "teacher counseling" program. All students in the school are encouraged to select one teacher to whom they can relate well and to whom they might go for help of one sort or another. In many instances this help has been real and beneficial for the student (and the teacher) and has eased the burden of the guidance counselor. The students were free to select any teacher in the school, irrespective of team or grade. Most students have done so.

Guidance is a shared responsibility; never have the students of the Rockland Junior High School had more attention than now. This attention, together with renewed enthusiasm for the total involvement of the junior high in a child's life; it is believed it will serve the students better than they have been served for many, many years.

SUMMARY

The previously mentioned information is a description of the Rockland Junior High School prior to the inception of the Team Governance-Team Teaching Project. A detailed account of the initiation, planning and organization, implementation and organization of the project was presented. The results of the project as well as conclusion will be in the next section.

SECTION TWO

OBJECTIVE NUMBER ONE

To increase individual student academic achievement and work-study habits.

DESIGN

A pretest-postest equivalent control group experimental design was utilized to determine the cognitive changes which took place in the Rockland Junior High School and School "X". These cognitive changes relate to the student's achievement in reading comprehension, work-study habits, and arithmetic computations.

INSTRUMENT UTILIZED

The Iowa Tests of Basic Skils (1964) was administered to the students at Rockland Junior High School and School "X". This series of tests were selected for the study for the following reasons: (See Appendix)

1. It was well known and the most commonly used achievement test in the Rockland Area.
2. A nearby town used the Iowa in the seventh grade and their superintendent was willing to let the eighth grade be tested.
3. It has an acceptable evaluation in Buros Mental Measurements Yearbook.
4. It contains subtests in reading, work-study skills, and arithmetic concepts.

PRESENTATION AND ANALYSIS OF THE DATA

Tables 1 and 2 which follow indicates data on reading which was tabulated for purposes of assessing this objective. The seventh grade Rockland students (Table 1) when tested in May 1971 had an advantage of only 4 months and during the 1971-1972 school year gained 50 months more than School "X". In May 1971 Rockland had a total achievement score of 1,330 mos. for grade seven and School "X" 1,326. In May 1972 Rockland

TABLE 1 CLASS OF 1977 MATCHED PAIRS -24a-

COMPARISON OF IOWA TESTS OF BASIC SKILLS IN READING BY SCHOOLS
GRADE 7

	SCHOOL "X"				ROCKLAND			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/71	DIFFER ENCE	COM PARISON
1 McL	86	86	0	BYR	90	97	+7	+7
2 FRA	81	87	+ 6	DER	81	91	+10	+4
3 SCH	85	86	+ 1	MIL	81	93	+12	+11
4 MER	82	97	+15	OHA	81	87	+ 6	-9
5 PAT	74	78	+ 4	SPU	74	88	+14	+10
6 STL	74	71	- 3	BOU	77	84	+ 7	+10
7 DEV	77	91	+14	FOS	74	87	+13	-1
8 RID	68	82	+14	HAL	65	74	+ 9	-5
9 HAM	67	81	+14	COU	65	77	+12	-2
10 DER	66	88	+22	SEV	70	85	+15	-7
11 GOO	63	75	+12	WAL	68	53	-15	-27
12 DOH	70	84	+14	CAR	71	85	+14	0
13 FON	59	52	- 7	HAT	60	70	+10	+17
14 RYA	59	66	+ 7	McL	61	57	- 4	-11
15 HEN	62	66	+ 4	MEL	60	74	+14	+10
16 McD	57	40	-17	BRA	58	70	+12	+29
17 SAI	54	67	+13	KAL	56	63	+ 7	- 6
18 DEA	52	43	- 9	CHR	52	57	+ 5	+14
19 RAS	46	42	- 4	CAR	46	55	+ 9	+13
20 HAM	44	72	+28	HOL	40	61	+21	- 7
TOTAL	1326	1454	+128		1330	1508	+178	

Rockland gained 50 months

TABLE 2
CLASS OF 1976 - MATCHED PAIRS
COMPARISON OF IOWA TESTS OF BASIC SKILLS IN READING BY SCHOOLS
GRADE 8

	SCHOOL "X"				ROCKLAND			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFERENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFERENCE	COMPARISON
1 VAY	101	101	0	HEA	94	80	-14	-14
2 BAR	90	90	0	ROG	85	72	-13	-13
3 ROB	97	87	-10	STE	94	110	+16	+26
4 SPI	85	107	+22	WOO	90	126	+36	+14
5 BRA	84	84	0	ABB	86	87	+ 1	+ 1
6 SAY	83	67	-16	BOU	90	87	- 3	+13
7 McL	73	77	+ 4	DUR	78	85	+ 7	+ 3
8 CIF	74	74	0	DAU	79	92	+13	+13
9 DIA	81	90	+ 9	DEL	81	70	-11	-20
10 HIL	79	88	+ 9	DON	77	92	+15	+ 6
11 BRE	80	80	0	FON	77	93	+16	+16
12 CAR	66	96	+30	GRA	63	50	-13	-43
13 ROD	64	69	+ 5	HIT	64	76	+12	+ 7
14 ELL	67	68	+ 1	JON	71	75	+ 4	+ 3
15 HIL	64	82	+18	KOS	70	79	+ 9	-9
16 HWB	61	64	+ 3	McL	61	64	+ 3	0
17 BER	61	53	- 8	STR	55	84	+29	+37
18 HOB	47	72	+25	TAM	46	57	+11	-14
19 FRA	46	55	+ 9	MAL	42	66	+24	+15
20 CAR	38	55	+17	MOI	36	64	+28	+11
TOTAL	1441	1559	+118		1439	1609	+170	

Rockland gained 52 months

scored 1,508 for an increase of 178 months. At this time School "X" scored 1,454 months for a gain of 128 months, resulting in a plus of 50 months for Rockland.

The eighth grade Rockland students (Table2) when tested in May of 1971 were actually 2 months behind School "X", yet ended the 1971-72 school year ahead by 52 months. In May 1971 Rockland's eighth grade had a total achievement score of 1,439 months and School "X" 1,441 months. In May 1972 Rockland scored 1,609 months for a gain of 170 months. At this time School "X" scored 1,559 for a gain of 118 months, resulting in a plus of 52 months for Rockland.

These results were subjected to a statistical analysis and the Rockland scores in both the seventh and eighth grades, although higher than those of School "X", are not statistically significant. Even though the greater number of months gained by the Rockland students in both grades seven and eight are not statistically significant when compared with the gain of students in School "X" this gain is not without any importance. As indicated later in this section the work-study skills of the Rockland students are significanly higher than those of School "X" and it is believed this improvement in these skills is because of the new program, and this in turn resulted in the greater gain for Rockland in Reading.

Tables 3 and 4 which follow indicate data on Mathematics which was tabulated for purposes of assessing this objective. The seventh grade Rockland students (Table 3) began the year 11 months behind School "X" and finished the year 62 months behind. The Rockland students, however,

TABLE 3
CLASS OF 1977 MATCHED PAIRS
COMPARISON OF IOWA TESTS OF BASIC SKILLS IN ARITHMETIC CONCEPTS
BY SCHOOLS GRADE 7

	SCHOOL "X"				ROCKLAND			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	COM-PARISON
1 JWR	90	90	0	REI	90	109	+19	+19
2 MAH	81	104	+23	OLS	83	97	+14	- 9
3 DIC	81	99	+18	BER	84	96	+12	- 6
4 CON	71	81	+10	PRO	74	91	+17	+ 7
5 ELM	75	101	+26	SJO	75	80	+ 5	-21
6 LEE	73	101	+28	BAR	74	83	+10	-18
7 WIL	71	81	+10	SHA	66	86	+20	+10
8 BUR	64	76	+12	COU	66	92	+26	+14
9 PAL	66	72	+ 6	KEN	65	75	+10	+ 4
10 SMI	67	67	0	KWA	70	94	+24	+24
11 CAM	68	92	+ 24	WAR	64	64	0	-24
12 MOR	60	67	+ 7	COR	59	57	- 2	- 9
13 HAY	58	69	+11	JAN	56	68	+12	+ 1
14 MAR	62	79	+17	McM	60	57	- 3	-20
15 MOO	62	67	+ 5	McM	60	64	+ 4	- 1
16 BIS	52	60	+ 8	DAV	50	45	- 5	-13
17 ROB	52	67	+15	LIG	52	60	+ 8	- 7
18 GUR	56	60	+ 4	SAR	54	53	- 1	- 5
19 SHU	60	74	+24	DOU	45	55	+10	-14
20 FEL	39	50	+11	RAN	40	57	+17	+ 6
TOTAL	1298	1557	+259		1287	1484	+197	

School "X" gained 62 months

TABLE 4
CLASS OF 1976 MATCHED PAIRS -25b-
COMPARISON OF IOWA TESTS(CF BASIC SKILLS IN ARITHMETIC CONCEPTS
BY SCHOOLS GRADE 8

	SCHOOL "X"				ROCKLAND			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	COM-PARISON
1 BEC	97	97	0	GRI	107	100	- 7	- 7
2 JEN	96	103	+7	HAG	94	93	- 1	- 8
3 BUR	90	87	-3	PRA	96	105	+ 9	+12
4 RIC	83	90	+7	DAL	86	96	+10	+ 3
5 IBB	85	61	-24	SNO	87	91	+ 4	+28
6 WAT	87	85	- 2	WAL	82	105	+23	+25
7 PAT	76	94	+18	BOR	74	81	+ 7	-11
8 GAU	74	67	- 7	BRU	77	76	- 1	+ 6
9 HOL	76	97	+21	CAR	79	86	+ 7	-14
10 SUL	81	106	+25	DAV	80	66	-14	-39
11 GOO	76	101	+25	FIN	79	98	+19	- 6
12 BEA	70	54	-16	HAY	72	84	+12	+28
13 TUR	71	67	- 4	KEN	70	70	0	+ 4
14 OLI	71	69	-2	LaP	66	63	- 3	- 1
15 ELD	71	43	-28	McC	66	72	+ 6	+34
16 McD	61	54	- 7	McL	60	60	0	+ 7
17 JON	64	64	0	PHI	60	68	+ 8	+ 8
18 MAH	56	71	+15	RIC	55	56	+ 1	-14
19 CRO	51	87	+36	BAK	48	60	+12	-24
20 WEB	51	54	+ 3	WIL	43	60	+17	+14
TOTAL	1487	1551	+64		1481	1590	+109	

Rockland gained 45 months

even though behind School "X", finished out the year with an average increase of 10 months. In May 1971 Rockland had a total for grade seven achievement score of 1,287 months and School "X" 1,298. In May 1972 Rockland scored 1,484 months for an increase of 197 months (average of 10 months per student). At this time School "X" scored 1,557 months for a gain of 259 months, resulting in a plus of 62 months for School "X".

The eighth grade Rockland students (Table 4) began the school year 6 months behind and completed the 1971-1972 school year 45 months ahead. In May 1971 Rockland's eighth grade had a total achievement score of 1,481 months and School "X" 1,487. In May 1972 Rockland scored 1,590 months for a gain of 109 months. At this time School "X" scored 1,551 months for a gain of 64 months, resulting in a plus of 45 months for Rockland. These results were subjected to a statistical analysis and the seventh grade students in School "X" achieved more than the seventh grade students in Rockland and the eighth grade Rockland students achieved higher than those in School "X". The difference in the achievement between schools is not statistically significant. There is, however, a definite significance in the achievement levels of grade seven in both schools as compared to the achievement levels of the eighth graders. The reason for the higher level of achievement of the seventh grade students in relation to the eighth graders may very well be because of the motivation of the seventh graders as they begin their first year in a new school with many different teachers and programs. This difference was also apparent in the Reading Scores but not as significant as in the Mathematics.

Tables 5 and 6 which follow indicate data on work-study habits which was tabulated for purposes of assessing this objective. The seventh grade Rockland students (Table 5) began the year equal with those in School "X" and finished the year ahead by 116 months. In May 1971 Rockland and School "X" had a total achievement score of 1,320 months for grade seven. In May 1972 Rockland scored 1,546 months for an increase of 226 months. At this time School "X" scored 1,431 months for a gain of 110 months, resulting in a plus of 116 months for Rockland.

The eighth grade Rockland students (Table 6) began the year two months behind the eighth grade students in School "X" and finished the school year ahead by 60 months. In May 1971 Rockland had a total achievment score of 1,527 months for grade eight as compared to School "X" 1,529 months. In May 1972 Rockland scored 1,658 months for a gain of 131 months. At this time School "X" scored 1,592 months for a gain of 63 months, resulting in a plus for Rockland of 68 months.

The achievement shown by the seventh and eighth grade Rockland students as compared to those in School "X" is significant. Further, it shows that just as in the mathematics test the seventh grade students achieved higher than the eighth grade students. This achievement is significant. Once again, this time statistically significant, the seventh grades in both schools show a greater gain than the students in grade eight. This greater showing of the seventh graders tends to be evident in every instrument used to evaluate the program at the Rockland Junior High. It is believed however, that this is attributed to the new surroundings experienced by the students as the same showing is evident in School "X" as well. It should be emphasized, however, that the students in both

Table 5
CLASS OF 1977 MATCHED PAIRS

COMPARISON OF IOWA TESTS OF BASIC SKILLS IN WORK STUDY BY SCHOOLS
GRADE 7

	SCHOOL "X"				ROCKLAN			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFER ENCE	COM-PARISON
1 BOO	85	94	+ 9	JON	87	110	+23	+14
2 DEA	87	88	+ 1	MOO	89	88	- 1	- 1
3 SCH	79	94	+15	DER	82	103	+21	+ 6
4 DAN	86	95	+ 9	BER	84	59	-25	-34
5 FLA	77	74	- 3	HIL	78	86	+ 8	+11
6 RAN	72	65	- 7	NEU	75	95	+20	+27
7 MAD	71	66	- 5	SEP	71	86	+15	+20
8 STE	68	65	- 3	COR	68	83	+15	+18
9 WHI	67	65	-2	SHE	65	88	+23	+25
10 THI	65	74	+ 9	HOG	66	74	+ 8	- 1
11 CUN	63	60	- 3	MOS	69	89	+20	+23
12 HOR	70	68	- 2	OBR	67	75	+ 8	+10
13 NAY	59	63	+ 4	SPA	58	56	- 2	- 6
14 HIL	58	58	0	CUL	58	77	+19	+19
15 GRE	62	62	0	LAM	59	55	- 4	- 4
16 FRI	56	82	+26	OBR	56	73	+17	- 9
17 KIN	55	79	+24	BAK	54	59	+ 5	-19
18 JOH	53	64	+11	CUM	51	71	+20	+ 9
19 BRO	44	68	+24	SIM	47	56	+ 9	-15
20 PLA	43	47	+ 4	LEE	36	63	+27	+23
TOTAL	1320	1431	+110		1320	1546	+226	

Rockland gained 116 months

TABLE 6

CLASS OF 1976 MATCHED PAIRS

COMPARISON OF IOWA TESTS OF BASIC SKILLS IN WORK STUDY BY SCHOOLS
GRADE 8

	SCHOOL "X"				ROCKLAND			
STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFERENCE	STUDENT	GRADE EQUIV 5/71	GRADE EQUIV 5/72	DIFFERENCE	COMPARISON
1 GLY	106	113	+ 7	MAL	110	120	+ 9	+ 2
2 BER	101	114	+13	PRA	98	103	+ 5	- 8
3 GRA	91	100	+ 9	TUL	95	102	+ 7	- 2
4 ELL	93	97	+ 4	URB	90	95	+ 5	+ 1
5 MUL	88	95	+ 7	WHI	88	96	+ 8	+ 1
6 ELL	84	85	+ 1	BER	84	102	+18	+17
7 WIT	89	76	-13	BUR	89	87	- 2	+11
8 BAK	72	78	+ 6	CRE	76	76	0	- 6
9 TOT	73	79	+ 6	ELZ	73	81	+ 8	+ 2
10 SPA	80	78	- 2	EVE	79	76	- 3	- 1
11 EWE	80	84	+ 4	FON	76	81	+ 5	+ 1
12 LIB	80	80	0	GAR	80	83	+ 3	+ 3
13 SHU	70	80	+10	GER	67	68	+ 1	- 9
14 MIL	69	81	+12	HAM	71	80	+ 9	- 3
15 CON	67	59	- 8	HUN	70	73	+ 3	+11
16 DEA	69	55	-14	LAN	68	82	+14	+28
17 MUR	57	51	- 6	Mac	61	62	+ 1	+ 7
18 ROS	63	63	0	PAT	58	60	+ 2	+ 2
19 JOH	56	60	+ 4	REE	52	67	+15	+11
20 BLL	41	64	+23	MUR	41	64	+23	0
TOTAL	1529	1592	+63		1527	1658	+131	

Rockland gained 68 months

grades in Rockland experienced a significant increase in Work-Study Skills as compared to the students in School "X". This tends to give reliability to the effect of the program at the Rockland Junior High School notwithstanding the gains of the seventh grades in both schools.

FINDINGS

A statistical difference in favor of the experimental group(Rockland) did not emerge in Reading and Mathematics when a statistical analysis was presented even though this school scored higher in three out of four cases. This does not indicate, however, that Rockland has met with no success in the accomplishment of Objective Number One as the statistical difference in favor of Rockland on Work-Study Skills is significant. This would seem to indicate that even though Rockland and School "X" are doing equally as well on Reading and Mathematics, that Rockland with its team-teaching program is doing much better in preparing their students to work more independently. It is our opinion that improvement in a student's ability to work more independently will bring about improvement in his achievement in areas such as Reading and Mathematics.

OBJECTIVE NUMBER TWO

To create an unique educational environment conducive to achieving maximum positive student attitudes about education.

EXPERIMENTAL DESIGN

A postest-only control group quasi-experimental design was used to determine positive or negative student attitudes toward school which took place in Rockland Junior High School and School "X".

INSTRUMENT UTILIZED

The School Morale Scale was utilized to assess the student attitudes toward Rockland Junior High School. This instrument has also been utilized to evaluate ESEA Title II projects and by the Dade County School System.

DESCRIPTION OF THE SCHOOL MORALE SCALE

The School Morale Scale was originally developed by Lawrence Wrightsman and others. The primary considerations used in limiting the dimensions to be measured were: (1) the aspects of school life and relationships that influence a student's feelings about school, and (2) the kinds of innovative activities going on in certain Federal projects. From these, seven dimensions of morale were adopted, namely: School Plant; Instruction; Administration; Staff Regulations; Community; Other Students; Teacher-Student Relations and General. For each of the seven subscales, twelve items were developed making a total of 84 items.

The students were asked to indicate their agreement or disagreement by marking an "A" or "D" with each statement. The first ten questions of the Student Morale Inventory are:

____1. Compared to most school buildings I've seen, this building is nicer.

____2. There are many more audio-visual materials available at this school.

____3. There are too many rules and regulations at this school.

____4. The people in this community want the schools to try out new educational methods and materials.

____5. If there were more clubs here, this school would be a lot friendlier place.

____6. All my teachers know me by name.

____7. I look forward to Friday afternoons because I won't have to go to school for two days.

____8. My school building is too large; it is too far to walk from one class to another.

____9. Our library is not a very friendly place.

____10. The principal of this school is very fair.

The complete Student Morale Inventory is presented in the Appendix.

On each subscale, the number of agreements with positive statements and the number of disagreements with negative statements was figured to calculate the score on that subscale. A twelve would indicate extremely good morale for that subscale. The score from the seven subscales were added together to give a total score, which has a range of (very poor morale) 1 to 84 (very good morale).

PRESENTATION AND ANALYSIS OF DATA

Figure 1 and 1a, which follows indicate data on student morale which was tabulated for purposes of assessing this objective. They show a comparison of the mean student scores at Rockland and at School "X" in each of the subscales of the Student Morale Inventory.

Rockland has a mean student morale of 6.5. as compared to School "X" at 5.1. The results of the SMI were subjected to a statistical analysis to determine if the differences between Rockland and School "X" were significant.

SCHOOL PLANT

The data presented indicates that no significant difference exists between the Rockland and School "X students as to what they think of their respective school buildings. This is understandable as the physical plants of both towns, although well maintained, are old. There is, however, a very significant difference as to what the seventh grades in

FIGURE 1

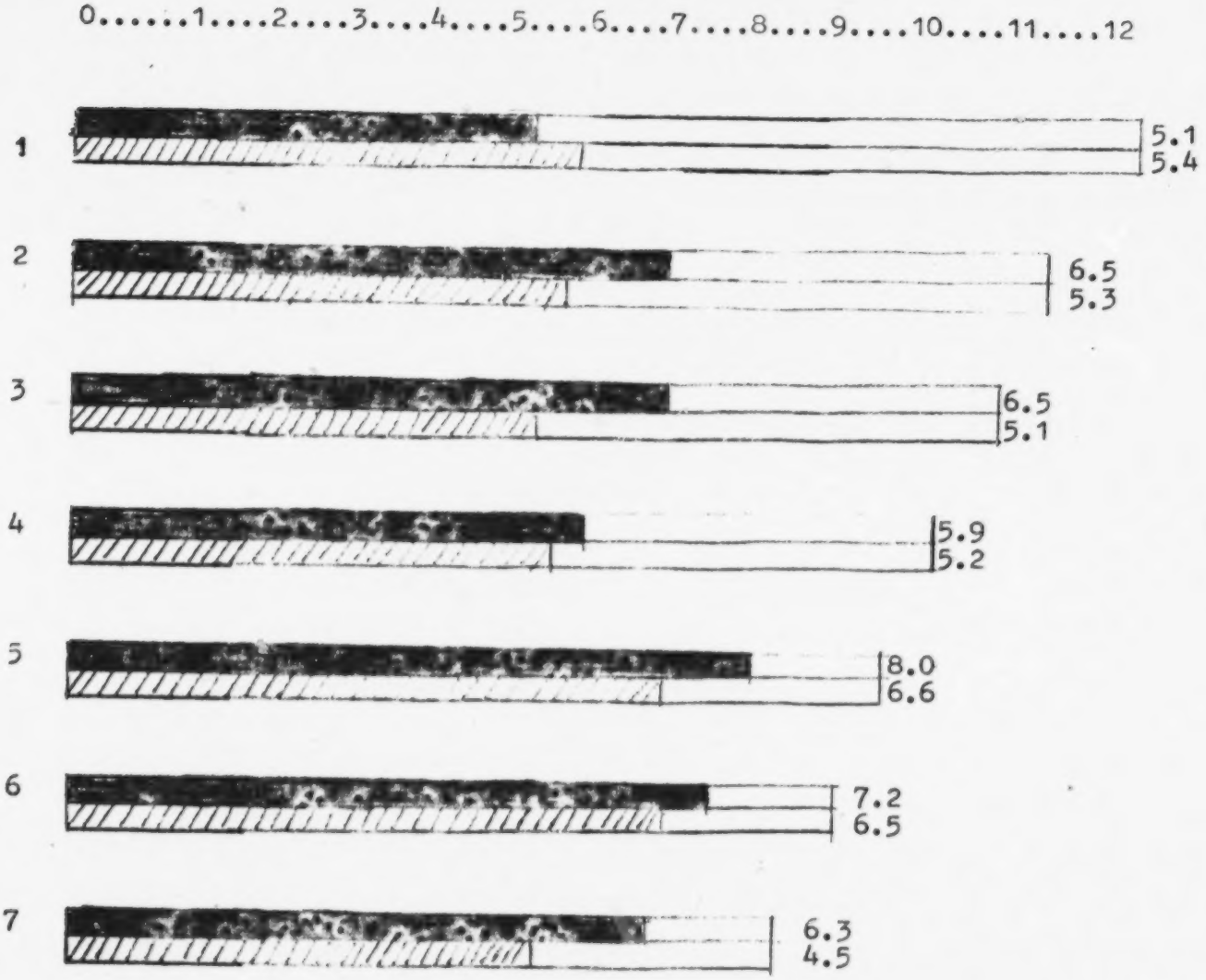
STUDENT MORALE INVENTORY

Rockland snd School "X" - January 1972

Sub-scale	Mean Score Rockland	Mean Score School "X"
School Plant	5.1	5.4
Instruction	6.5	5.3
Administration	6.5	5.1
Community Support	5.9	5.2
Relation with the Student	8.0	6.6
Teacher-Student Relation	7.2	6.5
General	6.3	4.5
Total Mean Score	6.5	5.1

Figure 1a

COMPARISON OF MEAN STUDENT SCORES FOR EACH SUBSCALE
OF THE SMI
FOR ROCKLAND AND SCHOOL"X"



Mean student morale at Rockland is 6.5
Mean student morale at School "X" is 5.1

1. School Plant
2. Instruction
3. Administration/Staff Regulations
4. Community
5. Other Students
6. Teacher-Student Relations
7. General

Rockland

School"X"

A-"12" represents extremely good morale
A-"0" represents extremely poor morale

both schools think. In both Rockland and School "X" the seventh grade students rate the schools better than the eighth graders do. Again, this could appear logical as the seventh graders usually come from various elementary schools or from an elementary program and this would be their first year in a Junior High School Program. After one year when the newness wears off they tend to view the building in a different perspective.

INSTRUCTION

There is a significant difference in the rating the Rockland students give their instructional program as compared to the students in School "X". The Rockland students in both grades give their instructional program a higher rating. There is no significant difference between grades in either school as to how they rate their instructional program. It is believed that the team-teaching aspect of the Rockland Junior High Proram is primarily responsible for the higher rating given by the Rockland students.

ADMINISTRATION

There is a significant difference in the rating the Rockland students give their administration as compared to the students in School "X". The Rockland students in both grades give their Administration a higher rating. There is no significant difference between grades as to how they rate their Administration. It is felt that the team-teaching aspect of the Rockland Junior High Program is primarily responsible for the higher rating given by the Rockland students.

COMMUNITY SUPPORT

There is a significant difference in the rating the Rockland students give Community Support as compared to the students in School "X".

The Rockland students in both grades give Community Support a higher rating. There is an extremely significant difference between grades in Rockland as to how the students view Community Support about the program. The seventh graders rate Community Support for the program higher than the eighth graders do. Once again the seventh grade students at Rockland presented a higher showing than the eighth graders did. Even though it would appear that students in both grades believe the community is supporting the school the seventh graders tend to believe this support to be greater. This is probably due to the greater support parents tend to give their children in the lower grades. This support has a tendency to decline as the students moves from grade to grade. The overall support, however, of the Rockland Junior High Program by the community appears to be greater than that given by the community of School "X" to its program.

RELATIONSHIP WITH OTHER STUDENTS

The data indicates that there is a significant difference between schools relative to Relationship With Other Students. The Rockland students in both grades give this factor a higher rating. There is no significant difference between grades in either school as to how they rate their relationship with other students. It is believed that the Resource Period provided as a result of the team-teaching aspect of the Rockland Junior High Program is primarily responsible for this higher rating. During this Resource Period the students have a greater opportunity to mingle with one and another than they would in a traditional type program similar to School "X".

TEACHER-STUDENT RELATION

There is a very significant difference in the rating the Rockland students give Teacher-Student Relations as compared to the students in School "X". The Rockland students in both grades give Teacher-Student Relations a higher rating. There is no significant difference between grades in either school as to how they rate this factor.

Once again it is felt that the Resource Period provided as part of the team-teaching program of the Rockland Junior High is primarily responsible for this higher rating. During the Resource Peiod the students have a greater opportunity to mingle with the teachers than they would in a traditional type program similar to School "X".

PROGRAM IN GENERAL

There is a very significant difference in the rating the Rockland students give their program in general as compared to the students in School "X". The Rockland students in both grades give their program a higher rating. There is no significant difference between grades as to how they rate their program in general. It is believed that the team-teaching aspect of the Rockland Junior High Program was primarily responsible for the higher rating the Rockland students give their school in this overall category.

TOTAL SCORE

There is a significant difference in the total mean scores of the Student Morale Inventory. The students in Rockland appear to have a much higher morale than do the students in School "X". There is no significant difference between grades seven and eight in Rockland relative to student morale.

FINDINGS

Overall the student morale at Rockland appears to be very good as compared to School "X". Student morale at Rockland is higher in all categories except that of the school plant where they are almost indentical. The morale is particularly high in relation with other students and in teacher-student relations. The attitudes and motivation of the Rockland students at the time the SMI was administered appears to be excellent.

OBJECTIVE NUMBER THREE

To increase positive community attitudes and support for the junior high school and junior high education.

ASSESSMENT DESIGN

Rockland community attitudes were surveyed by means of telephone interviews to assess the progress of increasing positive community attitudes and support for the school and junior high school education. It was a structured survey that was composed of "closed ended' and "open-ended" questions. The investigator considered this to be a most useful and reliable method in which to obtain information related to community attitudes.

During the month of January 1971, fifty parents were called; thirty (15 from each grade) of whom were selected randomly from those parents whose children took the Student Morale Inventory. The remaining parents representing equally, grades seven and eight, were chosen at random from the attendance list.

In March 1972, an additional fifty parents from the attendance list were contacted. They were asked the same questions in the same manner.

INSTRUMENT UTILIZED FOR THE ROCKLAND JUNIOR HIGH SCHOOL PHONE SURVEY

This survey was adopted from the instrument devised to measure community attitudes by the Project Lighthouse (Title III-ESEA Project No. OEG 3-7-701873574) assessment A copy of the modified phone survey instrument is presented in the Appendix.

Seven representative questions from the Student Morale Inventory were added as being more representative of the seven factors measured by the Student Morale Inventory. The parents were asked whether they agree or disagree with each statement.

1. Compared to most school buildings you've seen, Rockland Junior High is nicer.
2. There is too much emphasis on the academics (English, math, science, history) at Rockland Junior High and not enough opportunity for students to develop their own interests.
3. There is too much supervision of students at Rockland Junior High.
4. Most of the teachers at Rockland Junior High are very friendly and understanding.
5. Your child has many good friends at Rockland Junior High.
6. Each morning your child looks forward to coming to school.
7. The Rockland community really supports the school.

The parents were also asked to rate certain school acitivities by using an A B C D F grading system. A rating of "C" was considered average. These questions are as follows:

1. How well do you think Rockland Junior High is teaching the basic academic subjects (English, math, science, history)?
2. How well is your child's learning at Rockland Junior High meeting his present needs?

3. How well is your child's learning at Rockland Junior High meeting his future needs?

4. How well do you rate the total program at Rockland Junior High School?

5. What kind of job are the teachers doing in Rockland Junior High School?

6. What kind of job does the principal do at Rockland Junior High School?

7. What do you think of the grading system used at Rockland Junior High to mark your child's work?

8. What do you think about information you get concerning Rockland Junior High?

TREATMENT OF DATA

Rockland's community attitudes were surveyed by means of two structured telephone surveys. The data from the surveys was processed and presented in table form.

PRESENTATION AND ANALYSIS OF THE DATA

Tables 7 - 25 which follow indicate data on community attitudes and support which was tabulated for purposes of assessing this objective.

Table 7 - Have you been in the Rockland Junior High?

Responses	No. of Responses #1		#2	%
Yes	49	98%	50	100%
No	1	2%	0	0

From the following figures in Tables 8 - 9 it can be seen that more than 90% of the parents called in both surveys have been interested enough in the Rockland Junior High program to visit the school this year. Of the parents called in these surveys, 10% have not visited the school this

year. However, of all the parents called only one had not been in the building at some time. In both surveys as indicated by Tables 9-10, the teachers have spoken to approximatley 80% of the parents called but the principal to 62% of those in the first survey and 10% in the second survey.

The answers to these questions in Tables 8-10 were factual and subject to a person's perception of the Rockland Junior High program. The parents did or did not visit the Rockland Junior High; did or did not talk to the teachers or the principal. The questions in Tables 11-18 however, indicate the parents' perception of the program and even though the parents on the second survey did not talk to the teachers and principal to the same extent the parents in the first survey did; the group in the second survey had more time to assess the program. This resulted in a greater overall support for the program by the parents called on the second survey as indicated by their responses.

Table 8 -- How many times have you gone to Rockland Junior High this year?

Responses	Survey #1	%	Survey #2	%
Several times	58%	90%	44%	90%
Once or twice	32%		46%	
Not at all	10%		10%	

Table 9 -- During this year, how many times have you talked with at least one of the Rockland Junior High Teachers?

Responses	Survey #1	%	Survey #2	%
Several times	38%	84%	18%	76%
Once or twice	46%		58%	
Not at all	16%		24%	

Table 10 - - During the year how many times have you talked with the Principal?

Responses	Survey #1 %		Survey #2 %	
Several times	24%	62%	0%	10%
Once or twice	38%		10%	
Not at all	38%		90%	

For the responses to questions presented in Tables 11 through 18 parents were asked to rate certain activities by using an A, B, C, D, F grading system. A rating system of "C" was considered average.

Table 11 - - How well do you think Rockland Junior High is teaching the basic academic subjects (English, Math, Science, History)?

Responses	Survey #1 %		Survey #2 %	
A, B Above Average	40% 40%	80%	44% 32%	76%
C - Average	12%		6%	
D, F-Unfavorable	0%		D 4% F 0	4%
Not sure	8%		14%	

As indicated in Table 11 both telephone surveys show more than 75% of the parents called thought the school was doing an above average job of teaching the basic subjects. Only 4% of the parents sampled on the second survey thought the school was below average.

Table 12 - - How well is your child's learning at Rockland Junior High meeting his present needs?

Responses	Survey #1	%	Survey #2	%
A-Above Average	34%	72%	58%	84%
B-Above Average	38%		26%	
C-Average	18%		10%	
D-Unfavorable	0%	4%	4%	4%
F-Unfavorable	4%		0%	
Not Sure	6%		2%	

As shown on Table 12 the first survey 72% of the parents sampled thought Rockland Junior High was doing an above average job of meeting their children's present needs. On the second survey those thinking the school was doing above average rose 12% to 84%. Only 4% of the parents in each survey felt the school was doing a below average job.

Table 13 - - How well is your child's learning at Rockland Junior High meeting his future needs?

Responses	Survey #1	%	Survey #2	%
A-Above Average	28%	66%	38%	58%
B-Above Average	38%		20%	
C-Average	14%		16%	
D-Unfavorable	2%	6%	0%	2%
F-Unfavorable	4%		2%	
Not Sure	14%		24%	

Table 13 shows that 66% of the parents of survey one and 58% of the parents of survey two thought the school was doing an above average job of meeting future needs. On survey two the number of parents who were unsure rose 10% as compared to survey one.

Table 14 - - How well do you rate the total program at Rockland Junior High?

Responses	Survey #1 %		Survey #2 %	
A-Above Average	26%)	64%	58%)	84%
B-Above Average	38%)		26%)	
C-Average	6%		6%	
D-Unfavorable	2%		0%	
F-Unfavorable	0%		2%	
Not Sure	28%		8%	

As presented in Table 14 the total program is meeting with strong parent approval with 84% of the parents on the second survey giving the program an above average rating as compared to 64% in survey one. The number of parents not sure of the program dropped 20% in survey two as compared to survey one.

Table 15 - - What kind of a job are the teachers doing in the Rockland Junior High School?

Responses	Survey #1 %		Survey #2 %	
A-Above Average	58%)	88%	60%)	90%
B-Above Average	30%)		30%)	
C-Average	6%		10%	
D-Unfavorable	0%		0%	
F-Unfavorable	0%		0%	
Not Sure	6%		0%	

Table 15 indicates the parents feel that the teachers at Rockland Junior High are doing an outstanding job as approximately 90% of all the parents called on both surveys thought the teachers were doing an above average job. It is interesting to note that on the Purdue Teacher Opinionaire, teacher estimates of status in the community (Factor 7) fell at the

51st percentile; whereas the phone survey seems to indicate much higher estimation of quality.

Table 16 - - What kind of a job does the principal do at Rockland Junior High School?

Responses	Survey #1	%	Survey #2	%
A-Above Average B-Above Average	58%) 16%)	74%	70%) 20%)	90%
C-Average	8%		0%	
D-Unfavorable F-Unfavorable	0% 0%		0% 0%	
Not Sure	18%		10%	

In Table 16 both surveys indicate the parents feel the principal is doing a very good job as evidenced by 90% in the second survey rating the principal above average as compared to 74% in the first survey.

Table 17 - - What do you think of the grading system used at Rockland Junior High to mark your child's work?

Responses	Survey #1	%	Survey #2	%
A-Above Average B-Above Average	48% 18%	66%	68% 26%	94%
C-Average	14%		6%	
D-Unfavorable F-Unfavorable	0% 10%		0% 0%	
Not Sure	10%		0%	

In Table 17 it is interesting to note that a new style report card went home for the first time between the two telephone surveys. The parents were very pleased with the new report card and especially liked the teacher comments as indicated by the approximately 30% increase in the

above average category between survey one and two.

Table 18 - - What do you think about information you get concerning Rockland Junior High?

Responses	Survey #1	%	Survey #2	%
A-Above Average B-Above Average	54%) 28%)	82%	74%) 10%)	84%
C-Average	12%		10%	
D-Unfavorable F-Unfavorable	0%) 4%)	4%	2%) 2%)	4%
Not sure	2%		2%	

As indicated by Table 18 approximately 83% of the parents sampled in both surveys felt the information they were getting from Rockland Junior High was more than satisfactory. The parents who thought the information received was unsatisfactory thought so only because it hadn't reached home.

On Question #14 of the survey: In answer to the question "What experience or single incident has given you the most favorable feeling toward Rockland Junior High? Most frequently mentioned were the excellent relationship between the teachers and children, because of "team learning" their children couldn't wait to get to school, how friendly and cooperative all Junior High personnel were and how beneficial the Introductory Program held the previous spring to explain team learning was to the parents who attended. (See Appendix)

On Question #15 of the surveys: In response to the question "What experience or single incident has given you the most unfavorable feeling toward Rockland Junior High?" 58% of parents called had no unfavorable feeling. Most mentioned as unfavorable were - need for more supervision

on buses, and some interns couldn't cope with some children, a need for more clubs, and more help for children with problems and student-teacher relationship (See Appendix)

On question #16 of the surveys: the last question asked for suggestions for improvement - 53% of the parents had no suggestions for improvements, however many of the parents would like the building improved. They also showed a concern for slow learners. (See Appendix)

Results of Student and Parent Comparisons. Tables 19-25 show a comparison of student responses with parent responses. A total of seven questions, one from each subscale of the SMI, was taken as being representative. The same questions were asked of parents, the wording being changed only to reflect the parent situation.

In comparing results of parent and student responses on seven questions from the SMI the students and parents agree on five out of the seven questions. The two they don't agree on are Table20 "There is too much emphasis on the 'three R's' at this school and not enough opportunity for students to develop their own interests", and Table 21 "There is too much supervision of students at this school". It would seem to be only natural that students and parents would disagree on these two. That eighty-seven percent of the students at Rockland Junior High look forward to coming to school is a good reflection on the staff and the program. All general indications point to good overall school morale.

COMPARATIVE RESULTS ON SEVEN QUESTIONS FROM SMI STUDENTS WHO TOOK SMI AND PARENTS OF STUDENTS WHO TOOK SMI

Table 19 - - Compared to most school buildings I've seen, this building is nicer.

Responses	Parents	%	Students	%
Agree	4	13	3	10
Disagree	23	77	27	90
No Answer	3	10	0	0

Table 20 - - There is too much emphasis on the 'three R's' at this school and not enough opportunity for students to develop their own interests.

Responses	Parents	%	Students	%
Agree	4	13	23	77
Disagree	25	84	7	23
No Answer	1	3	0	0

Table 21 - - There is too much supervision of students at this school.

Responses	Parents	%	Students	%
Agree	0	0	21	70
Disagree	28	93	9	30
No Answer	2	7	0	0

Table 22 - - Most of the teachers at my school are very friendly and understanding.

Most of the teachers at Rockland Junior High are very friendly and understanding.*

*Questions as asked to parents on telephone survey.

Responses	Parents	%	Students	%
Agree	28	93	22	73
Disagree	0	0	8	27
No answer	2	7	0	0

Table 23- - I have many good friends at this school.
Your child has many good friends at Rockland Junior High. *
*Questions as asked to parents on telephone survey.

Responses	Parents	%	Students	%
Agree	27	90	13	43
Disagree	2	7	17	57
No answer	1	3	0	0

Table 24 - - Each morning I look forward to coming to school.
Each morning your child looks forward to coming to school.*

Responses	Parents	%	Students	%
Agree	26	87	26	87
Disagree	3	10	4	13
No answer	1	3	0	0

Table 25 - - The community really supports our school.

Responses	Parents	%	Students	%
Agree	21	70	27	90
Disagree	7	23	3	10
No answer	2	7	0	0

*Question as asked to parents on telephone survey.

OBJECTIVE NUMBER FOUR

To create a professional environment in which maximum teacher time may be spent on high level professional tasks.

The School Personnel Weekly Task Log was used by the Junior High School teaching staff in order to assess the accomplishment of the creation of a professional environment in which maximum teacher time may be spent on high

level professional tasks. Each coordinator, teacher, intern and teacher-aide in the junior high school completed the task log on a weekly basis.

The first step in preparing the task log was the submission by all teachers of ideas relating to their job performance. The analysis of the teaching act that the Rockland Junior High School staff had participated in served as a basis for the construction of the instrument. This log is presented in the Appendix. These ideas were taken and arranged into three levels. Level I items were considered "most professional"; Level II items were considered "less professional"; and Level III items were considered "non-professional".

Teachers were expected to perform some Level I tasks, many tasks in Level II and very few in Level III. The Rockland Junior High School interns were expected to perform mostly Level II and Level III tasks but attempting Level I tasks as their individual competencies progress. The teacher aides were expected to be performing mostly in Level III.

PRESENTATION AND ANALYSIS OF THE DATA

Table 26 represents the average scores on the task logs according to organizational role. As can be noted coordinators at an average score of 5.7 are performing higher level tasks than teachers with an average score of 4.9. Likewise, teachers at an average score of 4.7 are performing more Level II tasks than interns with an average score of 4.7. As might be expected, teacher aides with an average score of 3.7 are performing primarily Level III tasks. It can be inferred from this table that the interns and teacher aides are relieving the teachers of most of the Level III tasks. The teacher aide average is higher than it would be because one of the aides worked part of the time as an intern at the time the task log was filled out.

Table 26 - Average Score of Task Logs According to Organizational Role

Coordinators	5.7
Teachers	4.9
Interns	4.7
Teacher Aides	3.7

Average Task Scores

Role

Responsibility

Task Complexity

Table 27 indicates the number of times the coordinators performed Level I, II, and III tasks. As can be seen by the figures, the English Coordinator with an average score of 6.6 obtained the highest average score which would indicate she is doing more Level I tasks on the average than the other coordinators. This could be accounted for by the fact that the English Department is by far the largest Academic Department in the Rockland School System.

Table 27 - - Rockland Junior High School Task Log Coordinators

Name		Coordinator Position	Number of Level 1	2	3	Average Score
M. McC	F	English	8	3	3	6.6
R. G.	M	Math	20	17	14	5.4
G.J.	M	Soc. Studies	19	15	15	5.8
D.G.	M	Science	20	22	18	4.9

Table 28 indicates the number of times the teachers performed Level I, II, and III tasks. As can be noted the vast majority of the teachers see themselves as performing more Level II tasks than either Level I or III. It can be noted in each team one teacher has a higher average score than the other three members of that team. In each case these individuals have been exceptionally active in the team concept.

Table 28 - Rockland Junior High School

Task Log

Teachers

Name		Academic Teams Position	Number of Level 1	2	3	Average Score
Team A	J.C.	Teacher	74	82	61	4.9
	E.M.	Teacher	50	60	53	4.2
	J.R.	Teacher	64	62	52	5.2
	R.W.	Teacher	49	55	63	4.6
Team B	L.H.	Teacher	40	38	32	5.2
	N.McS.	Teacher	53	55	36	5.5
	J.M.	Teacher	69	72	51	5.4
	M.R.	Teacher	41	59	42	4.7
Team C	B.B.	Teacher	25	34	32	4.7
	K.J.	Teacher	61	72	50	4.9
	D.L.	Teacher	40	52	49	5.0
	M. O'B.	Teacher	56	56	43	5.5
Team D	J.B.	Teacher	62	59	53	5.0
	E.C.	Teacher	45	58	62	4.0
	M.C.	Teacher	56	59	45	5.5
	C.K.	Teacher	44	54	34	4.0

Team E	M.D.	Teacher	56	60	23	5.9
	L.F.	Teacher	69	81	70	4.9
	T.G.	Teacher	65	64	47	5.5
	J.R.	Teacher	61	72	50	4.9

Table 29 indicates the number of times the interns and teacher aides performed Level I, II and III tasks. As can be noted the performance of the Interns and Aides tend to fall in the Level II and III columns. Three of the interns who showed a higher number of Level I tasks misconstrued their responsibility to the program in its earlier stages. The aide who also served as an intern for a period of time can be clearly indicated by the number of Level I and II tasks she performed in relation to the other aides.

Table 29 - Rockland Junior High School
Task Log
Interns and Aides

Name	Position	Number of Level 1	2	3	Average Score
E.H.	Intern	11	16	12	4.7
J.M.	Intern	11	17	15	4.7
J.P.	Intern	15	17	15	5.3
B.P.	Intern	8	16	12	4.8
P.T.	Intern	9	14	13	4.7
M.P.	Intern	8	11	8	4.9
D.G.	Intern	9	10	7	5.0
C.S.	Intern	8	18	11	4.3
G.S.	Intern	2	9	8	4.1
A.B.	Tea.Aide & Int.	3	10	7	4.5

A.G.	Tea. Aide	1	2	6	3.1
M.R.	Tea. Aide	3	4	8	3.4

FINDINGS

It would seem to indicate that a team concept with flexible staffing gives the classroom teacher the opportunity to spend more of her time on tasks of a professional level. By providing interns and aides to perform those tasks which tend to be less or non-professional certainly lends more efficiency to any educational process. It seems absurd not only to be paying a teacher more money to do duties that could be handled by a lower-salaried aide but to have this professional educator taken away from working with the children to be doing such things as clerical tasks. The results of the Daily Task Log will be used to indicate to teachers, interns and aides those levels at which they should be placing their greatest emphasis.

OBJECTIVE NUMBER FIVE

To provide an educational climate for teachers which will ensure a high degree of job satisfaction and enhance the opportunity for increased goal accomplishment.

DESIGN

A pretest-postest quasi-experimental design was utilized to determine the attitudinal changes in Rockland Junior High School and School "X".

The primary instrument used to assess the accomplishment of this objective was the Purdue Teacher Opionaire (PTO). In addition, Peck's Sense of Power Scale was also used to determine attitudinal changes.

PURDUE TEACHER OPINIONAIRE

The Purdue Teacher Opinionaire was developed by Ralph Bently and Averno M. Rempel as a means of providing a measure of teacher morale. See Appendix for a copy of the Purdue Teacher Opinionaire. There are ten factors in which

the questions are structured around. These ten factors are as follows:

Factor 1. "Teacher Rapport with Principal"- deals with the teacher's feelings about the principal - his professional competency, his interest in teachers and their work, his ability to communicate, his skill in human relations.

Factor 2. "Satisfaction with Teaching"- pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3. "Rapport among Teachers"- focuses on a teacher's relationship with other teachers. The items here solicit the teachers opinion regarding the cooperation, preparation, ethics, influence, interest, and competency of his peers.

Factor 4. "Teacher Salary" - pertains primarily to the teacher's feelings about salary and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries of other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5. "Teacher Load" - deals with such matters as record keeping, clerical work, "red tape", community demands on teacher time, extra curricular load, and keeping up-to-date professionally.

Factor 6. "Curriculum Issues" - solicits teacher reaction to the adequacy of the school program and student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7. "Teacher Status" - samples feelings about the prestige, security and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Factor 8. "Community Support of Education" - deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9. "School Facilities and Services"- has to do with the adequacy of facilities, supplies, and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10. "Community Pressures"- gives special attention to community expectations with respect to the teacher's personal standards, participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

The first form of the Purdue instrument was composed of 145 items categorized into 8 components. It was validated against a 100-item instrument that identified ten factors of morale. The data accumulated from 3,023 teachers utilizing the test-retest method determined reliability. A second and revised form of the Purdue instrument was designed in 1970.

TESTING PROCEDURE

In most cases at Rockland Junior High School, the opinionaire instruments were filled out during the weekly released time faculty meeting under the direction of the principal and guidance counselor. The same procedure was followed at School "X" during their monthly faculty meeting.

In both schools the teachers recorded their answers on IBM answer cards which were mailed to the Measurement and Research Center at Purdue University Lafayette, Indiana for scoring and analysis.

THE PECK SENSE OF POWER SCALE

The Peck Sense of Power Scale was developed by Roger H. Peck.* With the scale, the teacher's sense of power refers to the degree that a teacher perceives as influencing the events in the school. A set of nine Lickert-type questionnaire items were used to measure the teacher's sense of power within the school building in which he teachers. The teachers responded to each item by choosing "strongly agree", "agree", "undecided", "disagree", or "strongly disagree".

Ralph Bentley and Averno M. Rempel, Purdue Teacher Opinionaire Manual (West Lafayette, Indiana: Purdue University, 1968) p. 3.

The ten questionnaire items are as follows:

In this school, a teacher like myself.....

_____1. Feels free to experiment with new teaching procedures without consulting the principal beforehand.

_____2. Finds ways to get the principal to actively try to obtain the needed materials for a new teaching approach which he, the teacher, has initiated.

_____3. Can determine what he will teach in the classroom.

_____4. Feels that he does not have to follow suggestions made by the principal.

_____5. Finds ways to obtain materials and equipment, at the school's expense, for use in a new teaching approach, even if the principal does not favor the new approaches.

_____6. Feels free to experiment with new teaching procedures even if the principal does not favor the new approaches.

_____7. Can persuade the principal to give whole-hearted support for new ideas which he, the teacher, has initiated.

_____8. Can decide what teaching methods he will use in his classroom.

_____9.. Can get the principal to listen to a request to use a new teaching procedure on a trial basis.

_____10. Feels free to deviate from the prescribed curriculum if he believes it is inappropriate for the kind of student he has.

The questionnaire was administered to the Rockland Junior High and School "X" teaching staffs in order to determine whether these items would provide a cumulative unidemensional sense of power scale. See Appendix F for a copy of the Peck Sense of Power Scale. The Guttman scaling technique was used for scaling the responses.

TREATMENT OF DATA

The Purdue Teacher Opinionaire was administered to the Rockland Junior High School twice and School "X" once. The results of the Rockland Junior High staff was compared with School "X" for each of the ten subcategories.

Also a comparison of the results of the two administrations conducted at Rockland for each of the ten subcategories was made. The raw data was processed at the Measurement and Research Center at Purdue University.

The Peck Sense of Power Scale was also administered to the Rockland Junior High and School "X" teaching staffs. A comparison of the results of the two administrations was made and the differences were subjected to a mathematical analysis.

PRESENTATION AND ANALYSIS OF THE DATA

Tables 30 and 31 which follow indicate data on teacher satisfaction and goal accomplishments which was tabulated for purposes of assessing this objective. In order to do this two instruments were used: (1) Peck Sense of Power Scale and (2) The Purdue Teacher Opinionaire (PTO).

PECK POWER SCALE

Rockland Junior High teachers and those in School "X" were given the Peck Power Scale in January, 1972. The scale scores for the teachers of the Rockland Junior High may be seen in Table 30 and for School "X" in Table 31. The mean score for the teachers at Rockland is 5.50 and at School "X" 5.00. A comparison of the results of the two administrations and the differences were subjected to a mathematical analysis to determine if the difference was statistically significant. The teachers in Rockland have a strong sense of power as compared to the teachers in School "X". This difference is very significant. These results show that the teaching staff at the Rockland Junior High have a high sense of power. This tends to indicate that the majority of teachers at the Rockland Junior High believe they are able to influence the course of events within the Rockland Junior High School. This would lend support to the concept of team-governance now in operation at the Rockland Junior High as previously explained. Under this concept each team

of four teachers selects a leader for its team. The team leaders then meet with the Building Principal on a weekly basis relative to the administration of the junior high. This concept has clearly given the teacher at the Rockland Junior High more control of their destiny than they normally would have under a traditional type arrangement.

Table 30 - - SCALE SCORES FOR THE TEACHERS OF THE ROCKLAND JUNIOR HIGH STAFF

	Scale Score	Number of Teachers Making the Score
High Sense of Power	9	3
	8	4
	7	0
	6	9
	5	6
	4	3
	3	2
	2	2
	1	1
Low Sense of Power	0	0

Total Mean Score 5.50

Table 31 - - SCALE SCORES FOR THE TEACHERS OF THE SCHOOL "X" STAFF

	Scale Score	Number of Teachers Making the Score
High Sense of Power	9	2
	8	4
	7	4
	6	2
	5	0
	4	4
	3	2
	2	2
	1	4
Low Sense of Power	0	0

Total Mean Score 5.00

PURDUE TEACHER OPINIONAIRE
(Rockland and School "X", January, 1972)

Table 32 represents the results in percentile of the January, 1972 administration of the PTO at Rockland and at School "X". The values of the percentile scale represents the percentage of a norm group of schools that obtained either the same or lower median rating than did Rockland or School "X" on each factor.

Figure 2 represents in graph form these same results. As can be noted on the PTO, morale at Rockland Junior High is quite high, higher in every instance except factor ten than at School "X". The principal rated very high in rapport with teachers at Rockland Junior High. The 91st percentile for factor 2 would indicate that the teachers at Rockland Junior High are highly satisfied with teaching. At both schools the teachers are working well together and are satisfied with their salaries. Both faculties are unhappy with school facilities and services. The faculty of Rockland Junior High seems to feel undue pressure from the community as compared to the faculty at School "X".

PURDUE TEACHER OPINIONAIRE
(Rockland, January and March 1972)

Table 33 represents the results of the January, 1972 and March, 1972 administration of the PTO at Rockland. The value of the percentile scales represents the percentage of a norm group of schools that obtained either the same or lower median score ratings than did Rockland in each factor.

Figure 3 represents in graph form these same results. The overall drop in most factors is due to a plateau being reached and some dissatisfaction setting in when all goals couldn't be reached. Factors 1, 2, and 3 were

Table 32

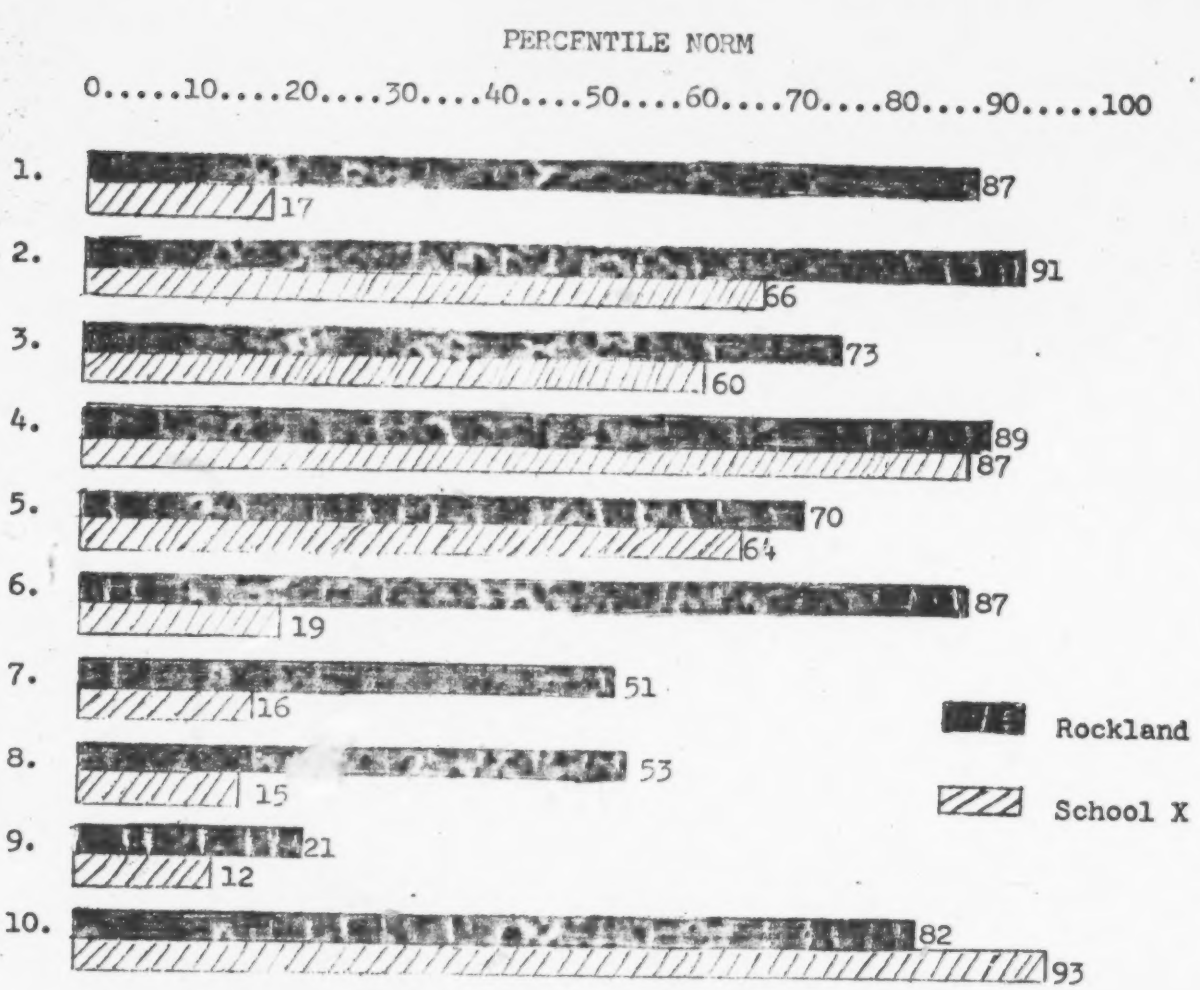
PURDUE TEACHER OPINIONAIRE - JANUARY, 1972

Rockland and School "X"

	Factor	Rockland	School "X"
1	Teacher rapport with principal	87%	17%
2	Satisfaction with teaching	91%	66%
3	Rapport among teachers	73%	60%
4	Teacher salary	89%	87%
5	Teacher load	70%	64%
6	Curriculum issues	87%	19%
7	Teacher status	51%	16%
8	Community support of education	53%	15%
9	School services	21%	12%
10	Community pressures	82%	93%

Figure 2

RESULTS OF PURDUE TEACHER OPINIONAIRE AT ROCKLAND AND SCHOOL X
January, 1972



Factor 1. Teacher rapport with principal
Factor 2. Satisfaction with teaching
Factor 3. Rapport among teachers
Factor 4. Teacher Salary
Factor 5. Teacher load
Factor 6. Curriculum issues
Factor 7. Teacher status
Factor 8. Community support of education
Factor 9. School facilities and services
Factor 10. Community pressures

PURDUE TEACHER OPINIONAIRE
(Rockland, January and March 1972)

Table 33 represents the results of the January, 1972 and March 1972

Table 33 - - PURDUE TEACHER OPINIONAIRE, ROCKLAND

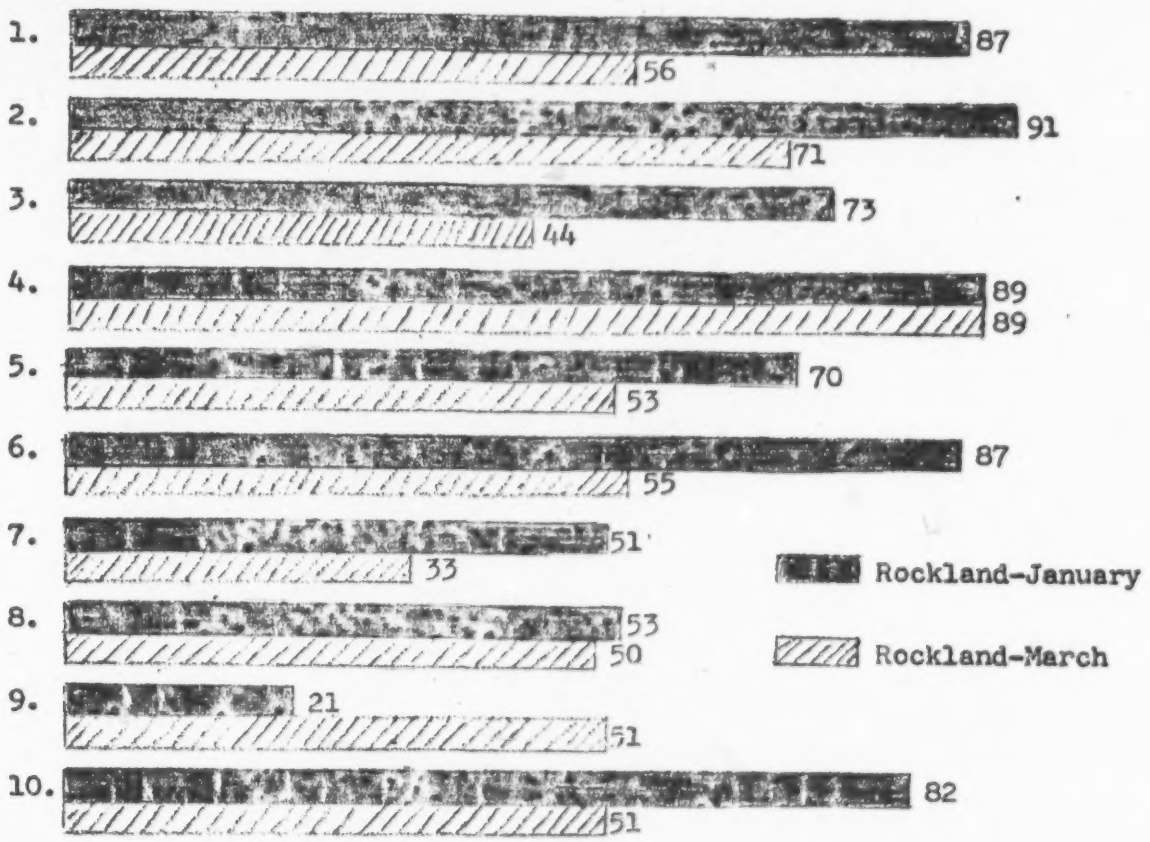
JANUARY AND MARCH 1972

Factor		January 1972	March 1972
1	Teacher rapport with principal	87%	56 %
2	Satisfaction with teaching	91%	71%
3	Rapport among teachers	73%	44%
4	Teacher salary	89%	89%
5	Teacher load	70%	53%
6	Curriculum issues	87%	55%
7	Teacher status	51%	33%
8	Community support of education	53%	50%
9	School facilities	21%	51%
10	Community pressures	82%	51%

Figure 3

RESULTS OF PURDUE TEACHER OPINIONAIRE AT ROCKLAND JUNIOR HIGH
January 1972 --- March 1972

PERCENTILE NORM



Factor 1.	Teacher rapport with principal	Factor 6.	Curriculum issues
Factor 2.	Satisfaction with teaching	Factor 7.	Teacher status
Factor 3.	Rapport among teachers	Factor 8.	Community support of education
Factor 4.	Teacher salary	Factor 9.	School facilities and services
Factor 5.	Teacher load	Factor 10.	Community pressures

influenced by internal misunderstanding and dissatisfaction which was straightened out as the year progressed. Factor 9, school facilities and services, increased more than twice. This was due to minor renovations and new equipment being provided. Community pressure (10) dropped 31 points which would indicate that because of the new program teachers felt undue pressure from the town. The teacher salary factor (4) remained constant as the salary schedule did not change. Factor 6 and 7 showed a drop as teachers realized that this program resulted in a heavier workload rather than less and that curriculum issues were not always easily resolved even when they had an opportunity to vote on those issues.

SECTION THREE

RELATED FINDINGS

RELATED FINDINGS

It is too soon to get an accurate appraisal of the changes which have taken place in the Rockland Junior High School. Some of those changes are long range in that the full effect will not be known for several years; others are changes that might have been made anyway, regardless of the fact that the school has undergone a radical transformation.

It is felt that both the faculty and the students like what has happened; that school is a better place in which to teach and learn.

Three sets of figures lend substance to this feeling:

1) Student Absentees

Through the end of January, 1972 the school has experienced a remarkable 24% reduction in the student absentee rate when compared to the rate of the previous year.

	1970-71		1971-72		
Month	Days	No. Days Absent	Days	No. Days Absent	Decrease
September	18	537	17	422	-115
October	18	798	18	496	-302
November	17	808	18	712	- 96
December	17	1,034	19	839	-195
January	20	1,734	20	1,254	-480
	90	4.911	92	3,723	-1,188

The percentage decrease will be even greater if one considers that the current 1971-72 school year has thus far consisted of two school days more than the previous year.

2) Student Suspensions

Through the first five months of the school year student suspensions have dropped to zero, as against seven in the year previous.

Month	1970-71 No. Suspensions	1971-72 No. Suspensions
September	0	0
October	1	0
November	1	0
December	3	0
January	2	0
Totals	7	0

3) Teacher Absentees

Teacher absenteeism, when compared to the five year average from the school year 1967-68 to the present has decreased in the current year by 20%

The average absence rate for the first five months of the five school years was 4.13 days per teacher. The teacher absentee rate for the current year is 3.50 days per teacher. These rates have not been adjusted for the actual number of days school has been in session. Were they so adjusted, the decrease in teacher absenteeism would appear even more favorable.

Student Vandalism

One seemingly fair assumption to make is that as school pride increases vandalism decreases. We have not developed an instrument to measure school pride, but we have interviewed the custodial staff to determine the frequency and extent of the destruction of school property. Estimates by the custodians reveal a decrease of from 80 to 90%. Since half of the student body was in this school last year, the decrease seems truly remarkable. At this time it is not possible to put a dollar valuation on the decrease, but it does appear that if the present diminished vandalism rate continues a savings of from $8,000 to $10,000 will be realized.

The lessened vandalism is immediately apparent to anyone familiar with the Junior High property. While one might point to the promotion of several chronic delinquents as a contributing factor, the overall impression is that the school suffers less at the hands of its present student occupants than it suffered for many years in the past.

Student Spirit

Like school pride, school spirit is difficult to measure. The faculty is unanimous, however, in assessing the spirit of the school to be much higher than before. There is a cheerfulness among the students and a sense of well-being that had been missing. There is a contentment and even a feeling of joy observable that had not been present. The atmosphere is different.

Teacher Morale

It was admitted that teacher morale was exceedingly low. Even though some problems still exist, there can be no doubt that a transformation has taken place. We have a happy faculty which individually genuinely likes teaching in the Junior High School. The atmosphere is far more relaxed, most of the tensions and hostilities between individual teachers have moderated, there is rapport and cooperation where in some instances neither existed before. This is not to deny conflicts or the individual slacker. But the faculty is learning better ways of dealing with its disagreements or gaining other's support. They are working at looking at and treating one another as human beings and professionals, of finding the integrity of each as a peer, and of appreciating our individual differences.

At this point the future of the school is wide open. We believe that the faculty have handled their affairs with considerable skill and wisdom and will continue to do so. No one wants to return to the past; all eyes are upon the future.

APPENDICES

THE PHILOSOPHY OF THE JUNIOR HIGH SCHOOL

In thinking about changes it became necessary to ask "why a junior high' and "what is a junior high?" The weight of opinion lead the committee to a reconsideration of junior high philosophy. Admittedly the philosophy represents compromises among the faculty. It is, however, a total faculty statement and as such represents a united point of view.

> The Junior High School should be a place that meets the educational, social and emotional needs of the early adolescent. It should also develop the intellectual, physical and creative abilities of the child. The school should provide the academic and social skills the child will need beyond the junior high school.

IMPLEMENTATION OF THE PHILOSOPHY

To implement its philosophy of a junior high school, the faculty offers two major proposals, team structure and a "total learning experience" curriculum, and a series of implementing proposals for carrying out the major proposals.

Question Ten

"What do you think of the Rockland Junior High School?"

Categories	Number of Responses Made Survey #1	Number of Responses Made Survey #2
Very good school	2	4
Good or nice school	11	9
Nothing wrong with it	2	2
Average school	5	3
Works good as any seen	1	1
Not bad	2	5
Old but acceptable	4	11
Physical facilities need to be improved	21	13
Building is horrible, terrible	2	2

Question Fourteen

"What experience or single incident has given you the most favorable feeling toward Rockland Junior High?

Categories	Number of responses made Survey #1	Number of responses made Survey #2
Happiness of child	6	3
Improved relationships between teacher and child	8	4
Improved relationships between teacher and parents	10	14
Child more interested in school	3	3
Improved methods of learning	6	4
Success of child	3	3
Better curriculum	6	7
Child less of a problem	1	0
None	7	12

Question Fifteen

"What experience or single incident has given you the most unfavorable feeling toward Rockland Junior High?"

Categories	Number of Responses Made Survey #1	Number of Responses Made Survey #2
Student & teacher relationship	9	1
School facilities	7	0
Dress code	1	0
Teacher-parent relationship	2	0
Discipline problem	2	3
School dances	2	0
School bus problems	3	0
Students have to walk in straight line	1	0
Extra curricula activities	2	2
Inexperienced intern	1	0
Student interest in school	2	0
Milk and donut time taken away from school work	0	1
Teacher not teaching class	1	0
Changing student to different room in middle of year	0	2
None	17	41

Question Sixteen

"Do you have suggestions for improving the Rockland Junior High?"

Categories	Number of Responses Made Survey #1	Number of Responses Made Survey #2
None	26	26
Cancel new program	2	1
Improve upon physical facilities	8	6
Provide more help for under-achiever	2	0
Band practice requires too much time	1	0
Supervise curriculum	1	0
Discontinue school dances	2	0
More new teachers	0	1
Solve bus problems	1	0
Solve teacher problems	1	0
Stricter discipline	2	2
Better communications between teachers, parents and students	1	3
Less classes in gym	1	0
Resource period is too long	1	0
More extra curricula activities	1	2
Upgrade cafeteria	0	4
More selective comments on report cards	0	1
Work children harder	0	2
More stress on basic subjects	0	1
Organize PTA	0	1

The SM Scale

Name _____ School _____
Last First Middle Initial

Date _____ Boy or Girl _____ Grade _____

Directions: This is not a test. This booklet lists a series of statements about your school. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital A in front of the statement. If you disagree, put a capital D in front of the statement.

This is a part of a project being done at many different schools all over the country. No one at your school will see your answers, they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others.

Remember: Do not answer the way you think you should, but the way you really feel.

_____1. Compared to most school buildings I've seen, this building is nicer.

_____2. There are many more audio-visual materials available at this school.

_____3. There are too many rules and regulations at this school.

_____4. The people in this community want the schools to try out new educational methods and materials.

_____5. If there were more clubs here, this school would be a lot friendlier place.

_____6. All my teachers know me by name.

_____7. I look forward to Friday afternoons because I won't have to go to school for two days.

_____8. My school building is too large; it is too far to walk from one class to another.

_____9. Our library is not a very friendly place.

_____10. The principal of this school is very fair.

_____11. My parents feel the community is spending too much for education.

The SM Scale

____12. Most of my friends go to the same school that I do.

____13. Most of my teachers laugh at my mistakes in class.

____14. I'd rather go to this school than most.

____15. My school is too crowded.

____16. This school has helped me develop hobbies, skills, and interests I didn't have before.

____17. There are not enough janitors in my school to keep it clean.

____18. Teachers in my school get higher salaries than do teachers in nearby cities and counties.

____19. Most of the students here aren't very interested in how the school athletic teams do.

____20. Most teachers here help me feel comfortable and at ease in class.

____21. Often I'm afraid that I'll do something wrong at school.

____22. This school building is the nicest I have ever seen.

____23. There is too much emphasis on the "three R's" at this school and not enough opportunity for students to develop their own interests.

____24. The guidance counselor here is helpful. (Leave blank if there is no guidance counselor in your school)

____25. The parents of most of the students here are not very interested in the school.

____26. This school has just about the right number of students in it for me.

____27. Teaching is just another job to most teachers at this school.

____28. I would not change a single thing about my school, even if I could.

____29. This school building is old and run-down.

____30. Our homework assignments are fair and reasonable.

The SM Scale

____31. There is too much supervision of students at this school.

____32. This school district spends more money on education than most school districts do.

____33. Sometimes I'd just as soon each lunch by myself, rather than with the other students here.

____34. Most teachers at this school don't have any "teacher's pets".

____35. If it were possible, I would transfer to another school.

____36. If I were a teacher I would want to teach in a school like this one.

____37. Often I do more work and do it better than someone else, but I don't get any better grade for it.

____38. The principal of this school knows most of the students by name.

____39. Few of the parents attend school plays, sports activities, open houses, etc.

____40. The older children at this school are very friendly toward the younger ones.

____42. I am very proud of my school.

____43. Most of the classrooms in this school are drab and undecorated.

____44. At this school we can take subjects like Typing, Shop and Music which are of special interest to us.

____45. The cafeteria here is too noisy.

____46. The people in the city (or county) I live in are very interested in having good schools.

____47. I wish that I went to a school which has fewer students than this one.

____48. Most of the teachers at my school are very friendly and understanding.

The SM Scale

____49. I get scolded a lot at school.

____50. My school is a comfortable one.

____51. Sometimes the assignments we are given are not very clear.

____52. The janitors in my school do a good job.

____53. Most parents really aren't interested in how good our schooling is.

____54. There is a lot more "school spirit" here than at most schools.

____55. There is not a single teacher in my school who I could go to with a serious problem.

____56. I am lucky that I get to attend this particular school.

____57. This school building is just about the ugliest I have ever seen.

____58. My teachers use a lot of books, references, and audio-visual materials to help me learn.

____59. Students are likely to get severely punished here for small offenses.

____60. The leaders of this community have provided school facilities equal to those anywhere.

____61. I wish the other children at this school were friendlier to me.

____62. The principal and teachers here are properly appreciative when a students has done something outstanding.

____63. There is a lot of wasted time at this school.

____64. My school building is the only one of its kind in the country.

____65. The textbooks used in this school are pretty dull and uninteresting.

____66. Things are done at this school in a neat, orderly way.

____67. This school district doesn't spend much money on its schools.

The SM Scale

____68. I have many good friends at this school.

____69. Teachers do not seem to understand the needs and problems of students here.

____70. Each morning I look forward to coming to school.

____71. My school is often dirty and smelly.

____72. Our library is well-stocked with good books and many reference materials.

____73. The principal and assistant principal are too strict here.

____74. The P.T.A. at this school is very active.

____75. There is no place in this school for a student to be by himself to think through a problem.

____76. Students here pretty much get the grades they deserve.

____77. Many of my friends at this school would like to go to another school instead.

____78. There are many things in this school building which need to be repaired.

____79. The school work is too hard at my school.

____80. The assistant principal knows the names of most of the students.

____81. The community really supports our school.

____82. I don't like most of the other students at this school.

____83. Too many of my teachers are mean or unfriendly.

____84. I am ashamed of my school.

ROCKLAND JUNIOR HIGH SCHOOL
PHONE SURVEY

NAME_____ PHONE_____

ADDRESS_____ GRADE OF STUDENT_____

Hello _____my name is _____
and I'm calling you on behalf of Rockland Junior High School to get your opinion on how our new program can be improved. Would you help by answering a few questions?

(1)_____yes (2)_____no

Thank you,

I'm going to ask you a series of statements about Rockland Junior High. You decide whether you agree or disagree with each statement.

A/D 1. Compared to most school buildings you've seen, Rockland Junior High is nicer.

A/D 2. There is too much emphasis on the academics (English, math, science, history) at Rockland Junior High and not enough opportunity for students to develop their own interests.

A/D 3. There is too much supervision of students at Rockland Junior High.

A/D 4. Most of the teachers at Rockland Junior High are very friendly and understanding.

A/D 5. Your child has many good friends at Rockland Junior High.

A/D 6. Each morning your child looks forward to coming to school.

A/D 7. The Rockland community really supports the school.

You probably remember and are familiar with the ABCDF grading system used in school. I'd like to get your opinion on certain school activities by asking you to grade them on that same ABCDF scale. On that basis, what grade would you give to the following questions?

1. How well do you think Rockland Junior High is teaching the basic academic subjects (English, math, science, history)? A B C D F ___not sure

2. How well is your child's learning at Rockland Junior High meeting his present needs? A B C D F ___not sure

3. How well is your child's learning at Rockland Junior High meeting his future needs? A B C D F ___not sure

4. How well do you rate the total program at Rockland Junior High School? A B C D F ___not sure

5. What kind of job are the teachers doing in Rockland Junior High School? A B C D F ___not sure

6. What kind of job does the principal do at Rockland Junior High School? A B C D F ___not sure

7. What do you think of the grading system used at Rockland Junior High to mark your child's work? A B C D F ___not sure

8. What do you think about information you get concerning Rockland Junior High? A B C D F ___not sure

9. Have you been in the Rockland Junior High? _____yes _____no

10. What do you think of it?_____

_____

11. How many times have you gone to Rockland Junior High this year?

_____several times _____once or twice _____not at all

12. During this year, how many times have you talked with at least one of the Rockland Junior High teachers?

_____several times _____once or twice _____not at all

13. During this year, how many times have you talked with the principal of Rockland Junior High?

_____several times _____once or twice _____not at all

14. What experience or single incident has given you the most favorable feeling toward Rockland Junior High.

_____

15. What experience or single incident has given you the most unfavorable feeling toward Rockland Junior High.

_____

16. My last question is do you have any suggestions for improving the Rockland Junior High School?

_____

_____

Thank you very much for your cooperation. Good bye!

Log Number _____

SCHOOL PERSONNEL WEEKLY TASK LOG

NAME_____ SCHOOL_____

POSITION_____ DATE_____ TO_____
MONTH DAY MONTH DAY

I more than 6	II 3 to 6 times	III once or twice	TASK
			1. Administered and graded standardized and/or teacher made tests.
			2. Supervised in-school movement of students.
			3. Ran A-V equipment.
			4. Diagnozed student learning problems.
			5. Administered routine first aid.
			6. Inventoried books and/or supplies.
			7. Conducted student conferences.
			8. Supervised and assisted students in their independent learning activities.
			9. Prescribed appropriate learning tasks, techniques, etc.
			10. Provided inservice training or resource materials for other teachers.
			11. Acted as class librarian.
			12. Located lost or stolen articles.
			13. Designed learning activity packages.
			14. Filled out plan book.

I more than 6	II 3 to 6 times	III once or twice	TASK
			15. Supervised at science fair, concert, study hall or student dance.
			16. Prepared bulletin boards, posters, charts.
			17. Constructed assessment instruments.
			18. Repaired clothing, materials, manipulative equipment, etc.
			19. Conducted parent conference.
			20. Planned and evaluated instructional experiments.
			21. Devised materials appropriate for specific learning activities.
			22. Transported and/or supervised movement of students on field trips or other activity off school grounds.
			23. Took attendance, kept register, or collected absent or tardy excuses.
			24. Typed material and tests.
			25. Collected money or lent lunch money.
			26. Attended faculty meeting, team meeting, convention, conference, workshop, or graduate class.
			27. Observed higher order instruction of students.
			28. Developed skill sequences from knowledge of learning processes.
			29. Planned and/or supervised training programs for new personnel, paraprofessionals or internes.

I more than 6	II 3 to 6 times	III once or twice	TASK
			30. Evaluated progress of individual students.
			31. Distributed papers and notices.
			32. Filed, indexed, collated, ordered, or catalogued.
			33. Cared for animals, plants or equipment.
			34. Made announcements.
			35. Selected and distributed appropriate materials for lesson.
			36. Read current professional literature.
			37. Maintained cumulative records and/or report cards.
			38. Observed child behavior at a variety of tasks.
			39. Cleaned and straightened room and materials.
			40. Acted as advisor for student clubs.
			41. Listened to and counseled students with problems.
			42. Explained and interpreted program to parents to visitors.
			43. Operated duplicating equipment.
			44. Implemented student discipline or truancy procedures.
			45. Made schedules for children.
			46. Guided interaction of students in small or large groups.

I more than 6	II 3 to 6 times	III once or twice	TASK
			47. Organized (space, time, people, materials) for instruction.
			48. Instructed from commercially prepared lesson plans or from plans supervised by another.
			49. Ran errands.
			50. Engaged in higher order instruction.
			51. Evaluated program's progress.
			52. Read to children.
			53. Listened to children read.
			54. Gave individual and/or group instruction.
			55. Replenished supplies and materials.
			56. Corrected papers.
			57. Planned curriculum (either long range or short range).
			58. Participated in hall duty, lunch duty or student dismissal.
			59. Participated in evaluation of another's instructional performance.
			60. Previewed and reviewed materials or media presentations.
			61. Other
			62. Other
			63. Other

PECK'S SENSE OF POWER SCALE

In this questionnaire you will find statements pertaining to possible characteristics and attitudes which a teacher like yourself may have.

For each statement indicate the extent to which you agree or disagree with the statement. In the blanks provided insert the number of comment which best describes how you feel about the statement.

Scoring Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Please use one of the above numbers for each statement. It is important that we have a response from you for each item.

In this school, a teacher like myself...

_____1. Feels free to experiment with new teaching procedures without consulting the principal beforehand.

_____2. Finds ways to get the principal to actively try to obtain the needed materials for a new teaching approach which he, the teacher, has initiated.

_____3. Can determine what he will teach in the classroom.

_____4. Feels that he does not have to follow suggestions made by the principal.

_____5. Finds ways to obtain materials and equipment, at the school's expense, for use in a new teaching approach, even if the principal does not favor the new approaches.

_____6. Feels free to experiment with new teaching procedures even if the principal does not favor the new approaches.

_____7. Can persuade the principal to give whole-hearted support for new ideas which he, the teacher, has initiated.

_____8. Can decide what teaching methods he will use in his classroom.

_____9. Can get the principal to listen to a request to use a new teaching procedure on a trial basis.

_____10. Feels free to deviate from the prescribed curriculum if he believes it is inappropriate for the kind of student he has.

END